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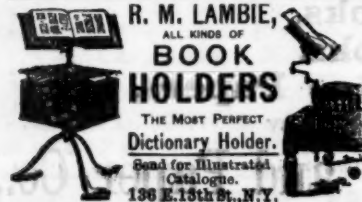
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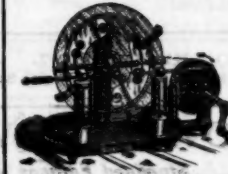
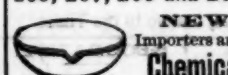
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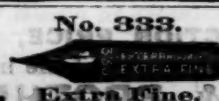
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And having done all, to stand! Stand! therefore.

ST. PAUL.

He is true to God who's true to man,
Wherever wrong is done
To the humblest or the weakest,
'Neath the all beholding sun,
That wrong is also done to us;
And they are slaves most base
Whose love of right is for themselves
And not for all the race.

Ah, me, these terrible tongues of ours!
Are we half aware of their mighty powers?
Do we ever trouble our heads at all
Where the jest may strike or the hint may fall?
The latest chirp of that "little bird,"
That spicy story "you must have heard,"
We jerk them away in our gossip rash,
And somebody's glass, of course, goes smash.
What fumes have been blasted and broken,
What pestilent sinks been stirred,
By a word in lightness spoken,
By only an idle word!

A kindly word and a tender tone,
To only God is their virtue known!
They can lift from the dust the abject head,
They can turn a foe to a friend instead;
The heart close-barred with passion and pride
Will ope at their knock its portal wide,
And the hate that blights and the scorn that sears
Will melt in the fountain of childlike tears.
What ice-bound griefs have been broken,
What rivers of love been stirred,
By a word in kindness spoken,
By only a gentle word!

IF you can read and do read and understand what you read, you have a good education. There is no doubt of this. You can translate Greek well and tell all its constructions and yet not read it. It is one thing to know how to read, but entirely another thing to read. Are children in our public schools not learning how to read, but learning to read? Time and character will tell the story.

WHAT are God's thoughts concerning us? Our great father loves every dirty ragged child, every publican and outcast. All are his children, and he does them good. "Every soul is as precious in God's eyes as we are," Kingsley says. "The teacher who does not believe this, has yet to learn his first lesson in pedagogy. Is this too sober? Well be it so, but it is truth, nevertheless, and no one can deny it.

IT is one of the saddest commentaries on many modern educational methods that they train up boys and girls with a slight appreciation of manual labor. The industry of the world is increasing, but there are still places where white, useless hands are worshipped. Let us have beauty but let it be joined with utility. The work of the world must be done, and if white delicate hands can do it, very well, but if not then let them be brown, yea, black, with honest toil. I honor the black, industrious street cleaner more than the listless, white novel reader.

DO men love men? Do women love women? Do girls love girls? If they don't, then life's not worth living. If they do, then there is hope. Ruskin says that no book is worth anything which is not "loved and loved again." If it is love that gives value to a book, how much more to a child!

THE people who toil not, neither spin, are daily growing less. Work is more and more becoming the law of life and the source of enjoyment. This is one of the best signs of the times. There is hope for the race in it. A lazy man is a nuisance and an idle man an obstructor. The laws should make men work who can and will not. Occupation is necessary to both temporal and eternal salvation. It keeps the good angels constantly busy because the bad ones are so active. Unprofitable occupation is far better than idleness. It would be better to hire a man to shovel sand to one side of the street and back again, than to pay him day's wages and let him sit still. Activity is the one great law of childhood. Occupation is boys' and girls' delight, and in it they find education.

A recent letter from Paris says that in that country everybody works. It would be difficult to find a woman who, however wealthy she may be, is not painting, drawing, embroidering, toiling away at a bust or statue, beating brass or bronze, moulding terra cotta, studying earths, and glazes, and mineral painting, designing furniture, composing songs, waltzes, or operas, establishing some form of industrial or artistic schools, or in some way working. From queens, empresses, and princesses down, no

body seems nowadays to be without an aim or interest in art or industry in some form or other. It may be said that it has become unfashionable to be an idler from throne to cottage. No one wishes to hear the reproach worded by Shakespeare—"Thou unnecessary letter!"

IN the state of New York the aggregate attendance upon schools has not increased since the compulsory education act became a law. Now, it is very evident that an inoperative law should be repealed, or amended and enforced. A dead law should be buried. But should all parents be forced to send their children to school? They certainly cannot be made to attend the public school. The right of private judgment must be respected. If the law requires attendance upon schools, it must of necessity supervise all schools and see to it that a certain modicum of education has been obtained in them, otherwise the state might be egregiously humbugged. Since in education we are to find the future prosperity of the state, we should act upon the fact that self-preservation is the first law of life, and at once frame a law so reasonable as to commend itself to all thinking persons, and so thorough as to compel all parents to give their children the elements of a good English education. New York is rich enough to afford a twenty million state house, but she is not rich enough to permit forty thousand children to grow to maturity without a decent mental training.

OBEEDIENCE is the very first law of success. It does not imply inferiority. The king on his throne must obey the laws of custom, and the demands of either his unwritten or written constitution. A general can accomplish nothing without obedience, and a teacher's place is worth less than nothing without it.

There is an old legend told by Schiller in his "Fight with the Dragon." A terrible dragon had been for years devastating the country. Several knights set out to kill the monster, but all invariably lose their lives in the attempt. So many of them have at last been sacrificed that the order was made positively forbidding any further participation in the struggle. One young knight, however, is possessed with the idea that he is destined to slay the dragon. Despite the prohibition, he sallies forth in secret, finds his enemy, and by means of an extraordinary device, as well as the display of heroic courage, does indeed succeed where all the others have failed, and brings the dead monster back with him in triumph, hailed by the shouts of the overjoyed people. He has freed the country from its pest, but he has broken the laws of his order, and the superior summons a council by which the young knight is to be tried and judged. When he appears before the assembly he is severely censured by the superior, and asked, "What is the first duty of the knight?" to which the knight blushing and bowing his head, replies, "Obedience!" Being still apparently unforgiven, he humbly lays aside his knightly robes, and turns to depart in silence, when the superior touched by this proof of submission, calls him back, and restores to him all the honors of the order.

How can children be taught to obey? 1. Example. 2. Authority. 3. Reason. 4. A personal experience of the results of disobedience. 5. Conscientiousness. 6. Habit. Example is the most powerful, arbitrary authority the least so. The easiest way to make a child mind what he is told is to make him, whip him, force him. This secures outward obedience, but not inward. The feet go one way but the heart another. Feet and heart must go the same way at the same time. The study of the philosophy and reason of obedience is worthy the careful attention of every teacher.

MIND TRAINING.

It was once a very common thing to hear teachers talk about "training the observing powers." Nor is the expression gone wholly into disuse. But a close study of the way in which the world outside of the child comes to be comprehended, shows that the powers that take hold of what the senses bring, are those that must be trained. When Dr. Wilbur pleaded for the education of the feeble-minded he declared that the senses of these unfortunate beings were perfect, that special teaching was needed to enable their minds to grasp the product of the senses.

The eye, for example, presents a color or form; the mind connects this with other percepts presented by the hand, the taste, etc., and thus an idea is possessed. Suppose the child is taught to call this *orange*, a step is made in knowledge.

There is something left—*residua* they are usually termed—in the mind; these *residua* can be re-presented, recalled, and the mind re-employed upon them. The senses act as channels merely to present the outer world to the mind; the powers that can be trained, are the powers that deal with the impressions presented by the senses or their *residua*.

If the child was left to himself he would let the impressions come and go as chance might direct. But the teacher interposes and presenting an object, and knowing that impressions are lodged in the mind, demands attention to the color (suppose it to be an orange) and gives it a name, to the shape and gives it a name, to the taste and give it a name, to its down-bearing tendency, and gives it a name. Now the mind connects all these by its own innate faculty of the understanding into one object, and this the teacher knows and he proceeds to furnish a name for what produces all these varied impressions.

The point at which the teachers must aim is the *perception* and not the sensation; he deals with the powers that take hold of the sensation, and not the sensation itself. It may be thought this distinction will not make much difference practically, but it does; we must proceed in accordance with facts—the real state of the case. Pestalozzi thought much and deeply on this point. He says, "If I look back and ask myself what I have really done towards the improvement of elementary education, I find that in recognizing *Anschauung* as the absolute basis of all knowledge, I have established the first and most important principle of instruction; and that setting aside all particular systems, I have endeavored to discover what ought to be the character of instruction itself, and what are the fundamental laws according to which the natural education of the human race must be conducted."

The word *Anschauung* may be translated perception—it means the way we *know* an object. So that Pestalozzi is not talking about sensations—though this is often assumed—but about the mind's dealing with sensations.

It is the reflection (to use a term that has a tendency to go out of use), on the observation that is needed; and the teacher can secure this reflection. He presents the object; he knows there are sensations; he demands of the child to state what his conclusions are respecting the perception. If it is inaccurately stated, he demands attention to the mind's *retent*—a more careful in-looking—and a re-statement. Here is the point of training; the powers that deal with the sense—centered on the mind's *retent* are the powers that can be trained. The lens of the eye may possibly be improved by an oculist, but not by a teacher.

Here the need of a careful study of psychology is apparent, not necessarily the depth of the subject, but the plain laws in such a work as Sully's, for example. One will walk with more firmness and pleasure if he knows the ground on which he treads. Especially should those who teach "objects" (so called) understand the theory of this matter. Although it is commonly supposed that the teacher of little children needs a small equipment of knowledge and no special skill, it is really the case that she should have a psychological understanding beyond what the teacher in the high school needs. To him the pupil comes having a foundation of concepts; to the other he comes with few. We speak of training the senses only to the primary teacher, meaning that she can provide percepts and arrange them in the child's mind.

K.

THE cashier of a business house in New York finds that the following notice, posted in front of his desk, serves a useful purpose: "Never address your conversation to a person engaged in adding figures. There is nothing so deaf as an adder."

WHO SHALL EXAMINE?

When a man is sentenced to be hung he is seldom given the chance of choosing either the mode of his taking off or the executioner who shall do the work. The state attends to all that. So when teachers are to be examined they have no opportunity for directing what questions shall be asked, or who shall ask them. The state reserves those rights to itself, but the state is bound to be reasonable. If it is not, it will get no respect, for it deserves none. The present license system in this state and many others is very defective, because—

1. *It lacks uniformity.* It is one thing or nothing in one county, and another thing or a great deal in another. It is hard this year and easy next. It means something here, and nothing there. Can a man be found of sufficient brains to know the multiplication table who will dare to defend such an arrangement. A state is bound to be consistent with itself. If state taxes are equalized, why should not state qualifications for holding teachers' certificates be equalized also?

2. *A teacher's certificate proves nothing.* Some cities go so far (Brooklyn, for example) as to ignore all licenses, certificates, recommendations, diplomas, and honorary degrees, from whatever source they have been received in deciding upon the fitness of applicants for positions in their schools. It has been said that if Lord Bacon should come to life and apply for a position in the Brooklyn schools he would have to be examined. This power is dear to boards of education, and many of them go so far as to require annual re-examinations. This they have a right to do, and we hope the time is far distant when the privilege will be taken from them. But all must admit that the present irresponsible license system is fraught with danger to our schools. State Superintendent Draper wisely suggests that,—

"The present system of granting licenses be stopped at once; that simultaneous examinations be held throughout the state, perhaps twice in each year, by city superintendents and school commissioners upon uniform question papers prepared by the state department; that the local school authorities hold any additional examinations which they may desire for the purpose of testing the moral qualities or practical capabilities of the candidates; that the examination-papers be forwarded to the department for examination, and that certificates of various grades be issued to such of them as have passed the required standards."

This is wise, and there is no valid reason why it should encounter opposition. The *Tribune* well says that a law embodying these features "is well calculated to secure the needed reform. Its enforcement would practically bar the school-house door against incompetency. Therefore it ought to commend itself not only to the general public, but to all worthy teachers who are jealous of the high vocation to which they have been called."

We sincerely hope the legislature of New York will pass the bill now before it. They may rest assured that of the 81,325 teachers in this state, 81,325 of them are in favor of its provisions. There can be no reason why it should receive opposition. The sacred trust of 14,000,000 should be carefully guarded, and in no better way can it be done than by regulating the qualifications of those to whom the important work of teaching is committed.

HOW WERE UNEDUCATED MEN EDUCATED?

THE articles appearing in several leading monthlies on "How I Was Educated," are all written by educated men. How were the uneducated men educated? Among them were such men as Henry Wilson, Andrew Johnson, Abraham Lincoln, Edward Hitchcock, and hundreds of others eminent in public life, whose names are almost household words. How was Jay Gould educated? It would be a paying investment for some magazine to hire him to tell the story of his early mental training. We recently read that, "when Dr. Hitchcock was president of Amherst College he was asked from what institution he graduated. He replied: 'From my mother's dye-tub.' Those who were children when President Hitchcock was a boy will remember that in many houses a wooden dye-tub, holding eight or ten gallons, stood in almost every kitchen chimney-corner, filled with dye, where the good housewives colored the yarn for the stockings and mittens of the family. It was a warm cosy place, and was frequently occupied as a seat (of course it had a tightly-fitting cover), by children when studying their Daboll's arithmetic and Murray's grammar."

We much mistake the object and scope of education when we suppose that a residence in college halls is necessary to an education. We believe in colleges.

They stand as outposts against ignorance. Thousands of the best men and women have been educated by them; but an education outside has been accomplished with excellent success in a multitude of instances. We often hear of very successful men in business spoken of as "uneducated." Are they? One in mind had a thorough knowledge of men. He could read them like a book. His judgment of stocks and investments was excellent. He had aggressiveness, caution, and yet was almost lavish in his outlays. He knew nothing of either Greek or Latin, but was well versed in the language ways of business. As a commander of men he was unexcelled; yet he was "uneducated." Was he? The most important definition just now needed for the new dictionary, soon to appear, is for this old word, *education*.

PASSING along the street this sign met the eye, "The Bartenders' Guide." It occupied comfortable quarters and so a conversation was entered upon:

"Sell many?"

"Oh, yes, sells fast, they all see how it helps them."

"Don't have to urge them?"

"No, sir; they know what's what; you just tell a man that here is a work that tells him how they mix drinks at the great bars in this city, and they put their money right down."

A primary school was visited; it was full of restless children. But there was no desire expressed by the teacher for light on ways and means to unfold the mind. One might suppose that the eager inquiry would be "Have you a work that will render me more successful?" Perhaps it will be when the new education is established.

A BRIGHT young lady entered the office the other day, and said:

"I like the JOURNAL very much, but would like it better without any advertisements."

"You would like it to be solid with educative matter?"

"Yes; that and nothing else."

It occurred to the editor then and there, what a debt the teachers owed to advertisers, and to educational advertisers especially. There have been days when taking an educational paper was like taking a bitter pill.

"I suppose I ought to take it," was the reply to a request to subscribe, and after a desperate effort the pocket-book was taken out and the money paid.

Who were the ones that helped the publishers of educational papers when they were thus treated by the "leading teachers?" The publishers of educational textbooks, to their honor be it said. The assistance thus given, kept the paper alive until the teachers were roused from their apathy.

But as to advertisements, there is not one of the great papers of this country that could survive without its advertisements. It has been the effort of the publishers of this paper to make it one that advertisers would seek. It betters the paper, the more the advertisers want to go in it. We can say, after many years of hard work to build up the paper, that it is heartily appreciated by the advertising public.

It requires some education of the moral nature for a young man to say, "I will not smoke." "I will not drink even beer." "I will not swear or use improper language." "I will always on all occasions tell the truth." But when a young man has reached the time when he conscientiously and determinedly takes a stand on all these questions, he has received an education that is as much better than a knowledge of arithmetic and grammar, as the knowledge of the three R's is better than the dense ignorance of Central Africa.

DR. HIGBEE, state superintendent of the Pennsylvania schools, in a recent letter to Mr. Northrop of Connecticut, says: "Keep the good work of Arbor-Day fresh before the minds of the people. I am doing my utmost in this direction and soon I hope to see trees, and vines, and flowering grass plots, greeting me from a thousand schools in the state, and the happy faces of children made more happy by what has been done through their aid in this good cause."

THE catalogue of teachers books issued by the publishers of the JOURNAL, has been of such marked convenience to teachers that a third edition of 30,000 copies has been printed to supply the demand. This makes in all 60,000 copies since July 1, 1886, or nearly five million pages describing the best books published for teachers. These should have a mighty influence.

STATE EXAMINATIONS FOR LICENSE TO TEACH.—II.

BY SUPT. C. E. SURDAM, WEST NEW BRIGHTON, N. Y.
To show the diversity of opinions concerning uniform state examinations, I quote from reports and letters of commissioners.

One says: "With us, as supervising officers, the concentrated as well as the scientific impulse, is lacking. One directs his attention to school-buildings and leaves all else to fate."

"One labors faithfully at the clerical duties, and devises strange forms of 'reports' and 'records.' One glories in his institute, and shows his voluminous register of attendance.

One is a Martinet and allows nothing which is not *pro forma*. One does nothing and draws his pay as conscientiously as any sinecure.

One is all bustle, but his misguided efforts produce only confusion and disorder. The system of examination is as varied as the colors on the hillside in autumn.

One is satisfied with definitions while another wants practice. This one wants formulas whilst that one wants originality. One is satisfied with guesses at the answer; another wants a full and exhaustive analysis. This one requires the "grindstone problem" to be solved; that one desires Milton's "Paradise Lost" to be parsed. One will license after a fifteen-minute examination; another insists on two days' exhaustive work.

This one will ask childish conundrums; and that one will throw out puzzles that would wreck the university convocation.

Another says:

"He (the commissioner) is the *sine qua non* of general efficiency of the public schools as they exist; the personal agent who is indispensable for the preservation of what is ready to perish; the invigorator that is needed in countless places; the guide and counsellor whose services are above all price; an oracle of daily, constant necessity for consultation."

Another one speaking of himself says:

"I may be a little egotistical in the matter, but I honestly believe that there is not a person living who can do the work so well in the first commissioner's district as the commissioner who has been at work during the last five years."

I will note some of the minor objections to a change: "I am unable to see that such a plan will give all that we desire, viz.: a better qualified class of teachers."

The same commissioner says: "We do not endorse certificates from out our county,"—thereby admitting that his neighbors are inferior officers.

Another says that sometimes normal graduates and holders of state certificates are fair teachers.

That is true, and always will be. It is also true that sometimes commissioners license poor teachers.

Another is not willing to have the *clerks* at Albany do the work of the commissioners. Probably the gentleman does not know that the questions for state certificates are prepared by the institute conductors.

The principal objections offered are:

1. A state system would be inflexible; and many rural schools would be closed for want of teachers.

What is meant by this inflexibility? Does it mean that a commissioner should fix a high standard for publication and to incorporate in his report to the state superintendent,—and then license to please his friends and political constituents? Or does it mean that from those who fall below a given per cent., persons might be selected to teach in the small rural districts? If the latter, it is perfectly proper,—and can as well be done under a state as under a county system. And no school need be closed on account of a scarcity of teachers.

The argument that one part of the state has and must have a lower grade of teachers than some other part, has no force in it whatever. Apply a uniform examination to the whole state and you would be surprised to find the poorly-paid teachers of rural counties coming to the front; and some of the well-paid teachers of suburban districts falling toward the rear.

Apply the same examination to the cities, and you will be surprised at the amount of dead weight some of them are carrying.

As a teacher with them I know something of the energy and enthusiasm which characterizes the teachers of rural counties—and as principal, commissioner, and superintendent, in the best-paying counties in the state, I know something of the thorough, efficient teacher, and the empty pretenders who teach side by side and draw equal pay.

Some of the rural counties (Clinton especially, with her thirty one log school-houses) that are afraid of state ex-

amination, demand a regent's preliminary certificate from all applicants for third-grade licenses,—but I have known good teachers in more than one wealthy county to be set aside to make room for persons who could not get *fifty per cent.* in a regent's examination.

Such shames are common.

But admitting that some counties do and must have inferior, and some superior teachers, what of it? Do not some towns in every county, and some districts in every town employ some lower and some higher grades of teachers? A uniform state examination would not alter this condition. It would simply reveal what already exists, and correct a flagrant abuse of the licensing power.

2. Again: "State examinations would fail to give due credit for special success in teaching." This argument is weak, for "ability to teach" does not properly enter into the conditions for a third-grade or beginner's license; and the teacher who develops special ability, will develop energy enough to qualify himself for a higher grade certificate.

If not he does not deserve it. And how can a commissioner certify that a person has "moral character, learning and ability" to teach where he knows that he is deficient in learning?

If a person wants a first grade certificate he can get it. But the personal influence of an honest commissioner will do much more toward securing a good position for a faithful teacher than a first-grade license can; especially if it is known that a first-grade certificate in one county is only equal to a second or third-grade in another county.

The last argument that I shall mention is that "the change would cause a loss of authority in the commissioners." It is true, but it is authority that he never should have possessed—that no one man ever should possess. Authority that he has shamefully abused—else why was he deemed the right to extend his licenses for more than one year beyond his term of office?

Why will not commissioners generally endorse each other's licenses? And why are nearly all of the faithful, efficient commissioners asking that *all* shall be deprived of this authority?

The superintendents of our largest cities have no licensing power. Neither should commissioners have.

As I said before a large majority of them are worthy men and would bring honor to any profession.

They are faithful, intelligent workers and earn twice the money they receive; but of those who neither know nor care anything about teaching who neglect their duty, who fail to report to the state superintendent when directed to do so; who never attend associations; or read educational journals; but abuse every power and privilege—there are enough scattered through the state to disgrace the office and bring themselves and their associates into disrepute.

But suppose all should do their best, the system would still be ridiculous, for more than fifty of them know little practically of modern teaching and thereby never taught. The school commissioner should be equal to the city superintendent in qualification and supervisory power, and should have at least one assistant for every fifty teachers in the county.

There is not a person living who can do more than one-fourth of the work that ought to be done in every district.

Teaching is a science, and the time will come when it will be as absurd for doctors, lawyers, and business men to examine teachers and teachers' work as it would now be for teachers to presume to examine and license candidates for the legal and medical professions.

SUGGESTIONS.

Have all questions prepared under the general direction of the state superintendent.

Examinations to be held simultaneously in from one to four places in each county; and all good or fair papers sent to the department at Albany.

The present state certificates should be professional diplomas, good for life.

Provisional certificates should be of two grades, common school and high school, or three grades as at present; the lowest grade being for beginners only, and limited to six months.

The other grades should represent higher qualifications and successful experience.

Persons who cannot secure a certificate should for the present have a "permit" to teach in districts assessed less than \$10,000, or those having an average attendance of less than ten pupils.

All licenses now in force should continue until they regularly expire.

The amended law should apply to all special-act schools and to cities; and should take effect not later than July 1, 1887.

THE SCIENCE AND ART OF WRITING.

By H. W. BEARCE, M. D.

In our last article we discussed the anatomy of the arm, fore-arm, and hand, as the teacher must be familiar with the muscles and their movements or waste much valuable time and finally give it up, as most do, and declare writing to be a gift and let the child discover it by *drawing* the twenty-six letters, which is about as sensible as learning elocution by reading a book.

If a person who did not know one end of the telescope from the other, should try to teach practical astronomy, and his class learned nothing about it, would you say, "Astronomy is a gift?" No, but that common sense is. Assuming then, that writing is not a gift, but an acquisition (which proposition is granted by all modern educators), let us proceed to study the science of acquiring this art.

PENHOLDING.—Penholding should be taught objectively: Give the child something to do. Remember, activity is a rule of childhood, and that words are useless in the ratio that they fail to call up to the mind vivid images of the things signified. The old, old story, "Ideas should precede words" is as true in teaching penmanship as in other studies. What a mistake to suppose that merely agitating the waves of sound in a school-room is teaching! If you wish to really teach penholding, have the children take their pens and put them above their ears. They will laugh and each little mind will open like a flower, and you will find a laughing child will learn more than a crying one. Before taking down their pens, tell them to raise their hands, palms toward you, and drop the third and fourth fingers on the palm, then the pens may be taken down.

Or, ask them to place their pen-holders on the desk, with the points toward the front of room and direct them to pick them up naturally.

Or, they may be allowed to stand and then drop their hands at their sides easily as they would in walking; next instruct them to raise their right hands up slowly, without changing the position of the thumb or fingers, and place the pen with the left hand so that the point will be one inch from the end of the first finger, which rule should always be observed.

You will find in all of the above methods, that the fingers and thumb are in their natural positions; i. e., the first finger nearly straight and slightly by crossing the top of the pen-holder, the second finger dropping under and supporting it at the right, the end of the thumb drawn under and opposite the first joint of index finger, the third and fourth fingers resting upon the surface of the nails, which you may compare to ice and the flesh to something of a sticky nature. Illustrate by sliding your own hand across a book-cover resting on the nails and let them follow you. Take advantage of the natural function of the third and fourth fingers, which is to clasp objects by giving them something to hold as a ball of yarn, a handkerchief rolled up tightly, or something the shape of an egg, the latter not being used for obvious reasons.

In all of this, remember to stand in front of your class and have them follow you, as the power of example, and illustration is the secret of successful teaching. Tell them you are going to play a game called, "Follow your leader;" never say it is work, let them find that out. You have not burdened their minds with empty words, which if they follow the conventional supposition of "entering one ear and going out the other," leave not a trace behind, but have made an impression on their minds which will always be retained.

POSITION OF THE HAND ARM AND BODY.

The hand should be held so that the flat surface will be parallel with the ceiling, and not with the sides of the room.

You can test whether this position is correct or not by placing a penny on the back of the hand.

There are three rests, out the right side of the hand is not one. They are: first, the fleshy part of the arm just in front of the elbow; second, the nails of the third and fourth fingers; and third, the point of the pen. The wrist should never touch the desk or paper.

To correct the habit of turning the hand too much to the right, do but little talking, for by so doing, though you may obtain a momentary obedience to your wishes, your work will be frustrated when your back is turned, not willfully by the child, but nevertheless certainly, from the failure of the will to control the hand, which is rendered doubly difficult after a few months confirmation of ill-considered methods, and the poor innocent child, who involuntarily turns his hand as usual, from the force of habit (that second nature of our

being), is denounced as stupid and thoughtless, whereas, a very simple mechanical contrivance, which you can make from a rubber band and pencil, would correct this tendency quickly and permanently.

Place a pencil across the palm of hand three or four inches beyond the right edge and one-half to one inch to the left; hold it in its position by a rubber band passing over the back of hand. The pen is supported by this in front of the first knuckle-joint, and if the aspirant for chirographic honors turn his hand toward the right his chagrin can be better imagined than described, as he will find this member suspended in mid-air. This lesson will teach him more in five minutes than mere words would in five weeks.

Rigidity of any muscle should be avoided. A common error is to say the first fingers should be straight on the pen-holder, but this is not correct, as in this extended position it will depress the penholder below the knuckle-joint, and is just as apt to be cramped as when the thumb and first finger assume that angularity so often seen in the school-room.

A slight curvature of the first finger is allowable and desirable, as it is natural, but if this be too great it can be readily corrected by placing a rubber band around the first joint of the thumb and the second joint of the first finger, the pen acting as a splint. The child will find it impossible to bend either joint too much if the elastic be firm.

The position of the body depends upon the way the light enters room, and the width of desk; should the top of desk be narrow you are compelled to turn one side or the other to it; under these circumstances the right oblique position, all things considered is the best.

Book-keepers are obliged to assume various positions. In general never face a light, if it can be avoided.

No doubt ere this many teachers have raised the objection to some of these methods that they cannot teach them all to large classes of the present day in this way, but in the use of apparatus it is only necessary to make examples of a few of the apparently most incorrigible cases; call such pupils to you and say you wish to get acquainted with them; put these appliances on their hands and let them sit in the front row of seats; rarely is a pupil found in the same seat twice. Whatever methods reach the dull pupils, will, in the hands of an earnest teacher, in any study give that success which crowns all honest effort.

PEDAGOGICAL PRINCIPLES.

Upon which thinking teachers can construct methods. This requires thought and experience, but it is an extremely valuable exercise. Most of these are taken from the last catalogue of the State Normal School, St. Cloud, Minn. T. J. Gray, President.

I. THE ART OF ANALYZING SUBJECT MATTER AND ARRANGING ITS ELEMENTS IN A LOGICAL ORDER, AND IN AN ORDER IN WHICH THE MIND OF THE LEARNER IS CAPABLE OF RECEIVING IT.

1. The faculties of the intellect must be appealed to in the order in which they can act; perception, memory, imagination, conception, reasoning. Still the mind must be exercised as a unity, not as a "bundle of detached powers."

2. The idea precedes the term; objects before names, thoughts before sentences, knowledge before definitions, real things before their symbols.

Again, "Presentative or intuitive consciousness of an individual object, be it thing, act, or state of mind, immediately present here and now, must precede symbolical consciousness."

3. An order of dependence must be followed.

4. The concrete precedes the abstract.

5. Generals can be gained *only* through a consideration of particulars. First induction, then deduction.

NOTE.—Symbols, general and abstract truths are *nothing*, unless they suggest the real thing, the particular, the concrete. "From nothing, nothing comes."

However, minds possessed of sufficient experience to suggest some of the underlying particulars of a general abstract truth, are greatly strengthened by being presented with its mere form and required to furnish for themselves the particulars necessary to its full content or its verification.

This is no violation of the principle. The general truth is not grasped until after the investigation of particulars.

Ideas of terms are filled out in the same way even by children. "Children generalize with few particulars, and then rectify results."—*Tuine*.

Hence we have the following principles:

6. The outline should precede details. The indefinite precedes the definite.

7. Knowledge should precede rules. Rules should precede anomalies and exceptions.

8. An epitome systematizes knowledge, and should come after it.

9. Proceed from the physical to the mental. Perception of material objects precedes reflection.

10. Proceed from the empirical to the rational.

11. "Every science is evolved out of its corresponding art." The art is in its turn perfected by the science.

12. The individual whole should first be taught, then analysis of the individual into elements, then synthesis of those elements to reform the individual.

13. The individual whole should first be taught, then synthesis of individuals to form classes.

14. First analysis, then synthesis of imitation, then synthesis of invention.

15. Proceed from the simple to the complex.

NOTE.—A simple whole in nature may be found upon analysis to be exceedingly complex. The idea of it as simple should precede the analysis and subsequent synthesis, which result in the idea of it as complex.

16. The unknown should be based upon the known, the connecting links being clear and definite.

17. "The consciousness of difference is the beginning of every intellectual exercise."

18. "Connection of contrasts pervades every step in the growth of an idea."

19. Uniformity in arrangement facilitates acquirement.

20. The affirmative should precede the negative.

II. THE ART OF AROUSING THE SELF-ACTIVITY OF THE PUPIL.

1. What the pupil acquires without aid is more his than it else could be.

2. It is what the pupil does for himself which strengthens his powers.

3. Self-activity is roused by interest.

4. A clear understanding of the subject produces interest. (Hence see principles under I.)

5. Instruct in such a way that an interest may awake and remain active for life.

III. THE ART OF IMPRESSING WHAT IS TAUGHT.

1. One step must be thoroughly mastered before taking the next.

2. "He who knows one thing thoroughly, knows potentially much more."

3. Concentration is necessary to retention.

4. The revivability of past impressions varies inversely as the vividness of present feelings."—*Spenser*.

5. "Of good heed-taking springeth chiefly knowledge."—*Ascham*.

6. "Practice makes perfect."

7. "Repetition enables the mind to grasp all the manifold ramifications and connections of a piece of knowledge which elude the mind in the first effort of acquirement."

8. Reason should assist memory.

9. Visual feelings are of all feelings most easily reproduced in thought.

IV. THE ART OF COLLECTING THE INTELLECTUAL POWER.

1. Power acquired lasts longer than the thing learned.

2. The mind is formed by being furnished.

3. Faculties must be cultivated in the order in which they will act.

4. Faculties are developed through the performance of those functions which it is their office to perform.

5. The mind as a whole admits of cultivation at every step of development.

6. The strength of any faculty, and the desire to exercise it, are great according as it has been more or less called into activity.

7. The excessive use of one faculty may compromise the power of another.

8. Exercise of powers must be gradual and continuous.

9. The directive and executive faculties are interdependent. The higher the grade of intellectual work, the greater is the dependence.

10. Easy or monotonous exercises injure the mind. Drudgery may stultify the intellect.

ATTENTION is cultivated by kindergarten methods, which take advantage of the spontaneous activity of mind and body, and later on by such exercises as map-drawing and modelling in sand and drawing from actual measurement the school-yard; by uniting the history with the geography of a country; in reading, by calling for stories read in the pupil's own words; by making reading, writing, and spelling and grammar at first parts of one and self-same study. The elective system in the more advanced studies of the college course, accompanied by essays based on independent investigation of special topics, gives scope for self-directed attention in its highest form.

—PRESIDENT HYDE.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

SUGGESTIVE QUESTIONS.

BY EDWARD R. SHAW, PRINCIPAL HIGH SCHOOL, YONKERS, N. Y.

ARITHMETIC.

Define and illustrate unit of a fraction and fractional unit.

Explain fully, showing principles involved, this example: $\frac{3}{4} \times \frac{2}{3}$.

Explain fully, showing principles involved this example: $\frac{3}{4} + \frac{2}{3}$.

Give your reasons for calling a fraction whose value is less than a unit a *proper* fraction, and one whose value is equal to or greater than a unit an *improper* fraction.

Read correctly $1\frac{1}{2}$ $1\frac{1}{4}$ $1\frac{1}{8}$ $1\frac{1}{16}$ $1\frac{1}{32}$ $1\frac{1}{64}$ $1\frac{1}{128}$ $1\frac{1}{256}$.

GEOGRAPHY.

In what general direction do two thirds of the mountain ranges of the globe extend and two thirds of the rivers flow?

Name the four longest river-basins of the globe.

A vessel was driven ashore in 23° north latitude and 80° west longitude from Greenwich; upon what island was she?

Name in their order of importance three of the leading empires. Three republics.

Name in their order the six powers of the globe possessing the greatest territory.

Can you mould each continent?

Draw a diagram to show the river system of each continent.

HISTORY.

Write a short sketch of Mr. Lincoln's life previous to his becoming President.

Who was Lincoln's Secretary of State?

How did Col. Elmer E. Ellsworth meet his death?

What became of the vessels Monitor and Merrimack?

Why was the new State of West Virginia erected in June of 1863?

Give an account of the riot in New York City.

Describe the capture of Jefferson Davis. What was done with him?

Give a short account of Maximilian, and the demand upon France made by the United States.

What was Black Friday?

Give an account of the Chicago fire.

PHYSIOLOGY.

What are nerve-filaments? What are nerves? What the neurilemma?

What is the function of nerves?

Describe the gray matter; the ganglia, and their function.

What three divisions has the brain?

How are the brain and spinal cord divided longitudinally?

Name and describe the three coverings of the brain and spinal cord.

Describe the cerebrum and its hemispheres.

What do the convolutions indicate?

What relation have the hemispheres with each other and with the body?

What is the office of the cerebrum?

NOTE.—These questions are taken from Mr. Shaw's National Question Book, published by E. L. Kellogg & Co.

CONVERSATION LESSONS.

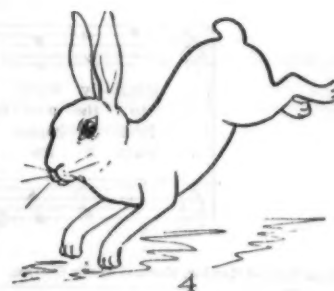
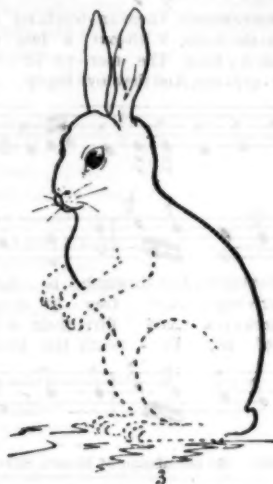
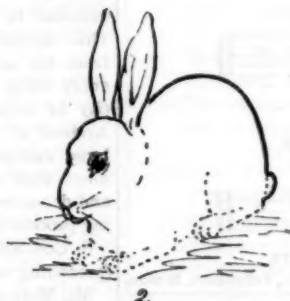
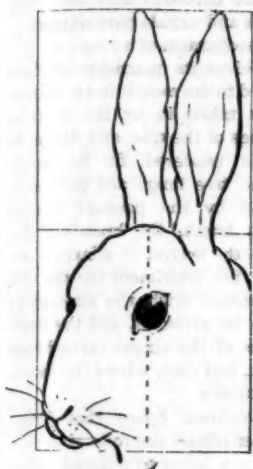
REASONS FOR CONVERSATION LESSONS.—1. To free children from restraint. 2. To obtain range of children's ideas. 3. To enlarge their vocabulary. 4. To enable them to classify their knowledge. 5. To direct their observation. 6. To aid them to acquire facts. 7. To cultivate their will power.

NATURE OF LESSONS.—1. Teach names, uses, and care of school-room articles. 2. Present objects, animate if possible. Give direction to the conversation without restraining it. 3. Have pupils perform all kinds of actions and imitate the actions and sounds of animals. 4. Arrange objects in different relations and require children to express these relations, as "The ball is on the table." "There is water in the pail." 5. Relate short, simple stories, having children reproduce orally. 6. Have children illustrate upon the board or their slates the teacher's story. 7. Test children's eye for form. Without this power it is useless to hope they will distinguish word forms.

DRAWING EXERCISE.

BY PROF. GEO. E. LITTLE, WASHINGTON, D. C.

It will be remembered that the head of the mouse in a preceding lesson was drawn from a triangle. We have here the head of a rabbit drawn by means of the quadrilateral, whose length is twice as long as its width. Notice the ears are as long as the head and the head is in the same position in all the drawings whatever may be the position of the body. These figures will answer for four lessons in drawing. The little ones will be much interested in a talk on the rabbit, using the following heads, Description, Comparison with other little animal's Habits. Stories about the rabbit.



PICTURE STORIES.

WITH SUGGESTIVE QUESTIONS.

NOTE.—Suggestive questions will aid both the dull and the bright pupils in writing the story. Those given by us, or by the teacher, should not be answered orally by the pupils, but used by them as suggestions for points in the story.

I.



THE LITTLE TRAVELER.

1. Has the little boy been traveling alone?
2. Why is he crying?
3. What is lying on the ground?
4. Describe the place he has come to, and the little old woman.
5. What is he saying to her?
6. How does the old lady feel? What is she saying?

III.



THE LITTLE BROTHER'S GRIEF.

1. What are the children's names?
2. Why is the little one crying?
3. Why does the older one look so proud and happy?
4. What will the mother say to the little boy?
5. What to the other one?
6. Then what will the children do?

II.



CHUBBY AND PUFFY.

1. Why are these children named thus?
2. Do they live in the city or country?
3. In an old-fashioned or a new-fashioned house?
4. What time of day is it?
5. What are they doing?
6. Do you think they find any fault with what has been given them?

IV.



THE SLY FOX.

1. How many geese are there?
2. Why was the boy told to watch them?
3. How did he do his work?
4. What will happen to the geese?
5. Where did "Sly Reynard" come from?
6. Do you think one of them sees the fox?
7. If one of them is caught, what will waken the boy?
8. Moral.—Look out for the "Sly Foxes."

WRITING IN THE AIR.

For several years I have found writing in the air a great help in primary reading.

This work is best done in concert with the teacher, the children pointing carefully to the beginning of the word and then saying: "Up, down, up, down," or counting, or naming the elements of the letters as they trace them, thus: "Left curve, main slant, left curve, main slant, right curve, main slant, right curve, main slant, right curve, main slant, cross," the word being *nut*.

If a new word has been developed, and the sentences written containing it, the word may be placed in one corner, and the children directed to write it in the air, while the teacher is erasing the rest of the board for more work. Besides helping to teach the word, it is a light exercise which rests the children without giving a moment's chance for inattention. They always enjoy it, especially if told to write the word two or three times as fast as they can.

M. A. DOWD.

EASY EXPERIMENTS.

TIME.—Just before school closes.

OBJECT.—To give children some knowledge of the forces of nature, and to rouse an interest that will send them home to inquire of their parents an explanation.

EXPERIMENTS.—Tell the children about the operations of a diving-bell. Invert a tumbler in water. Put under it a bit of wood for the diver's platform, and another bit of wood, or a bug for the diver. Push it to the bottom of the vessel containing the water, and bring it up again with the bug uninjured.

Take a narrow-mouthed vessel filled with water. Place a bit of paper over the mouth. Turn the bottle in all directions and the paper will not fall off.

Ask the children whether water flows up hill or down. They will answer down. Tell them you can make water flow up hill. Take a rubber tube or a straw softened in hot water, and bending it into a syphon, perform the familiar experiment.

Every teacher could make a pump at an expense of not more than twenty-five cents by wrapping the end of a pine stick with twine and thrusting it into a glass tube. By such a simple instrument the philosophy of the pump could be explained.

Throw some sugar in water and it will disappear. Some of the children would say it was lost. Tell them it can all be brought back again. Place the tumbler containing the mixture on the stove and let the water evaporate.

Children in country districts have never seen gas manufactured. Take a clay pipe, fill the bowl with the soft coal used by blacksmiths, lute it up with common clay, and put under it three or four good candles. Smoke will soon issue from the end of the pipe. Apply a match and the gas will burn with great readiness. Apply a rubber tube and the gas can be made to fill an inverted tumbler filled with water, which will serve to illustrate the operations of a tank.

PROF. GEO. G. GROFF.

GENERAL EXERCISES.

SUMMER WOODS.

1. Come ye in - to the summerwoods; There en-tereth no an - noy; All
2. There cometh the lit - tie gen-tle birds, With-out a fear of ill, Down
3. And dash a - bout and splash a - bout, The mer-ry lit - tie things, And
4. There is e-nough for ev-ery-one, And they lov-ing-ly a - gree; We might

green - ly wave the chest - nutleaves, And the earth is full of joy.
to the mur - muring wa - ter's edge, And free - ly drink their fill;
look as - kance with bright blackeyes, And flit their drip - ping wings.
learn a les - son, all of us, Be - neath the green-wood tree.

MARY HOWITT.

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ARBOR DAY.

1. SONG—"Summer Woods."

2. AN ADDRESS—By some one interested in this subject.

3. AN ORIGINAL POEM.

4. SONG—"Forest Song."

Tune, "Work for the Night is Coming."

A song for the beautiful trees,
A song for the forest grand,
The pride of His centuries,
The garden of God's own hand.
Hurrah for the kingly oak,
The maple, the forest queen,
The lords of the emerald cloak,
The ladies in living green.

For the beautiful trees a song,
The peers of a glorious realm,
So brave, and majestic, and strong,
The linden, the ash, and the elm.
Hurrah for the beech tree trim,
The hickory staunch at core.
The locust so thorny and grim,
And the silvery sycamore.

So long as the rivers flow,
So long as the mountains rise,
And shelter the earth below,
May the forests sing to the skies.
Hurrah! for the beautiful trees,
Hurrah! for the forest grand,
The pride of His centuries,
The garden of God's own hand.

Adapted from PROF. W. H. VENABLE.

5. LESSONS FROM HISTORY ABOUT TREES.

First Pupil.—Both ranges of the Lebanon mountains were once covered with dense forests. Then Palestine was a land flowing with milk and honey. The people enjoyed comfort and abundance during centuries. Now the forests are destroyed, the Jordan is an insignificant stream, the hills of Galilee are sterile knobs, and the few remaining cedar trees look lonely and mournfully upon an arid and desolate country.

Second Pupil.—Under the reign of the Moorish caliphs the Iberian peninsula resembled a vast garden, yielding grain and fruit, of every known variety, in the most perfect quality, and in endless abundance. But then the Sierras and mountain slopes were covered with a luxuriant growth of timber, which was afterwards wantonly destroyed under the rule of kings. Now nearly all the plateau lands of Spain, are desert-like and unfit for agriculture, because of the scarcity of rain and the want of water. The once delicious climate has become changeable and rough. The average depth of the rivers is greatly diminished. The political decadence of Spain has even been attributed to the destruction of the forests.

Third Pupil.—Owing to the destruction of forests, that part of Italy that was once adorned with villas,

park, flower, and fruit gardens, is now an unhealthy uninhabitable region. The malarious gases were formerly absorbed by the leaves of the numerous trees, but now they fill the air, and infect even the heart of the city.

Fourth Pupil.—Germany has made great progress in tree-planting. It was a part of the national policy of Frederick the Great by which Germany was raised from a small power to a great one. Where once the sandy deserts would not nourish a flock of goats, vast armies have been maintained, and regiments of hardy soldiers have poured forth from the fertile soil, where two hundred years ago the thorn and the thistle overspread an impoverished land.

Fifth Pupil.—Our springs are later, our summers are drier, our autumns are carried forward into the winter, and winter climate is subject to far greater changes than formerly. Peaches, apples and other fruits can no longer be raised in New England, as they were twenty years ago. The failure of these crops is owing largely to the destruction of forests, which sheltered them from the cold winds of the north and west, keeping the soil warm in winter and cool in summer, and acting as reservoirs of moisture.

Sixth Pupil.—Nearly all the tributaries of the upper Mississippi have lost one-half of their former supply of water. Inundations in the spring are more frequent, while now in the summer the depth of many of these rivers average hardly more inches than could be measured by feet thirty years ago. The snow-fall is irregular, and the climate is subject to abrupt changes at all seasons of the year. The legislatures of the north-western states are being roused to the fact the forests must be preserved.

6. SONG.

7. LESSONS FROM NATURE ABOUT TREES.

Teacher.—How is moisture retained by forests?

First Pupil.—The bed of the forest is a widely spread surface, piled thick with leaves, twigs, pieces of fallen branches, and remnants of decayed logs, covering several layers of the same substance, altogether forming a deep pot or hollow framework, penetrated with myriads of pipes, tubes, and aqueducts, blocking and holding in position the flow of water, until the humus below fully absorbs it. The large and perpendicular tap-roots which many trees possess pass deep into the solid, clay strata, and send through the earth a slow and steady supply of water, which, traveling away from the forests and under the cultivated fields, supply the great lower bed of moisture, that continually rising, fertilizes the upper soil.

Teacher.—How do forests affect springs?

Second Pupil.—The protection afforded by the forest against the escape of moisture from its soil by superficial overflow and evaporation insures the permanence and regularity of natural springs.

Teacher.—What effect has the cutting of forests on the water supply of rivers?

Third Pupil.—To disforest a mountain slope is to devote the height to barrenness, the valley to flood, and both to parching drought. The spring and autumn rainfall, instead of being stored up in nature's reservoirs, sweeps down through the valleys in sudden and violent

floods, carrying destruction with it, to be followed a little later by long droughts, and very low water.

Teacher.—What effect have trees on the atmosphere?

Fourth Pupil.—The amount of moisture given out by trees is immense. It has been calculated that the leaves of the "Washington Elm," Cambridge, Mass., would cover over 200,000 square feet of surface, and would give out every fair day 15,000 pounds, or 7 3-4 tons of moisture. Trees also imbibe carbonic acid and other gases thrown off by animals and exhale pure oxygen.

Teacher.—Describe the mechanism of a tree.

Fifth Pupil.—A tree receives its nourishment from the roots. These correspond to the mouth in the human frame. The nourishment taken in by the roots, or mouths, passes to the lungs of the tree, and there, by contact with the air is rendered fit to supply material to the tree. The tree lungs are the leaves. This operation is effected by the passage upward from the soil, through the trunk, the branches, and every twig of the tree to the leaves, of a large quantity of water, containing the nutriment for the tree. Arrived at the leaves, contact with the air causes a large amount of water to be given off, and the nutriment with certain portions of the air are carried back and deposited in leaf, bark, and root, where the digesting process is carried still further.

8. CONCERT PIECE—"Woodman Spare that Tree," (preceding which the teacher relates the following:)

Mr. Morris, the author, in a letter to a friend, dated New York, February 1, 1887, gave in substance the following account. Riding out of town a few days since, in company with a friend, an old gentleman, he invited me to turn down a little, romantic woodland pass, not far from Bloomingdale. "Your object?" inquired I. "Merely to look once more at an old tree planted by my grandfather long before I was born, under which I used to play when a boy, and where my sisters played with me. There I often listened to the good advice of my parents. Father, mother, sisters—all are gone; nothing but the old tree remains." And a paleness overspread his fine countenance, and tears came to his eyes. After a moment's pause, he added: "Don't think me foolish. I don't know how it is; I never ride out but I turn down this lane to look at that old tree, I have a thousand recollections about it, and I always greet it as a familiar and well-remembered friend." These words were scarcely uttered when the old gentleman cried out, "There it is!" Near the tree stood a man with his coat off, sharpening an ax. "You're not going to cut that tree down, surely?" "Yes, but I am through," said the woodman. "What for?" inquired the old gentleman, with choked emotion. "What for? I like that? Well, I will tell you. I want the tree for firewood." "What is the tree worth to you for firewood?" "Why, when down, about ten dollars." "Suppose I should give you that sum," said the old gentleman, "would you let it stand?" "Yes." "You are sure of that?" "Positive!" "Then give me a bond to that effect." We went into the little cottage in which my companion was born, but which is now occupied by the woodman. I drew up the bond. It was signed, and the money paid over. As we left, the young girl, the daughter of the woodman, assured us that while she lived the tree should not be cut. These circumstances made a strong impression on my mind, and furnished me with the materials for the song I send you.

Woodman, spare that tree!
Touch not a single bough!
In youth it sheltered me,
And I'll protect it now.
'Twas my forefather's hand
That placed it near his cot;
There, woodman, let it stand;
Thy ax shall harm it not!

That old familiar tree,
Whose glory and renown
Are spread o'er land and sea,—
And wouldst thou hack it down?
Woodman, forbear thy stroke?
Cut not its earth-bound ties;
O, spare that aged oak,
Now towering to the skies!

When but an idle boy
I sought its grateful shade;
In all their gushing joy,
Here, too, my sisters played.
My mother kissed me here;
My father pressed my hand—
Forgive the foolish tear;
But let that old oak stand.

My heart-strings round thee cling,
Close as thy bark, old friend;
Here shall the wild-bird sing,
And still thy branches bend.
Old tree! the storm will brave!
And, woodman, leave the spot;
While I've a hand to save,
Thy ax shall harm it not.

—GEORGE P. MORRIS.

9. SONG—"The Old Mountain Tree."

—Found in "Song Wave," D. Appleton & Co.

10. FAMOUS TREES IN HISTORY.

First Pupil.—The "Burgoyne Elm," at Albany, N. Y., was planted on the day when Burgoyne was brought a prisoner into Albany, the day after the surrender at Saratoga.

Second Pupil.—"Old Liberty Elm," of Boston, Mass., was planted by a schoolmaster and dedicated to liberty long before the Revolutionary War. The people used to gather under that tree and listen to advocates of freedom, and during the war, to offer up thanks and supplications for the success of their armies.

Third Pupil.—The "Washington Elm" stands in Cambridge, Mass. Under its shade Washington first took command of the Continental army, July 3, 1775.

Fourth Pupil.—The "Charter Oak" at Hartford is noted as having preserved the document of the liberties of the people of Connecticut, during the rule of the tyrannical Governor Andros. (Relate this story.)

Fifth Pupil.—The elm tree at Philadelphia is noted as the one under which William Penn made his famous treaty with nineteen tribes of Indians. (Relate the words and circumstances of the treaty.)

Sixth Pupil.—The cypress of Somna, in Lombardy, is probably the oldest tree in the world. It is said to have been planted in the year that Christ was born; and on that account is looked upon with reverence by the inhabitants. One authority endeavors to prove that it was a tree in the time of Julius Cæsar, B. C. 42. It is 123 feet high, and 20 feet in circumference one foot from the ground. Napoleon, when laying down the plan for his great road over the Simplon, diverged from a straight line to avoid injuring this tree.

11. RECITATION.—"The Planting of the Apple Tree."
BY SEVEN GIRLS.*First Girl.*—

Come, let us plant the apple tree,
Cleave the tough greensward with the spade;
Wide let its hollow bed be made;
There lay the roots, and there
Sift the dark mold with kindly care,
And press it o'er them tenderly,
As round the sleeping infant's feet
We softly fold the cradle sheet;
So plant we the apple tree.

Second Girl.—

What plant we in this apple tree?
Buds, which the breath of summer days,
Shall lengthen into leafy sprays;
Boughs where the thrush, with crimson breast,
Shall haunt and sing and hide her nest;
We plant upon the sunny lea,
A shadow for the noontide hour,
A shelter from the summer shower,
When we plant the apple tree.

Third Girl.—

What plant we in this apple tree?
Sweets for a hundred flowery springs,
To load the May wind's restless wings,
When, from the orchard row he pours,
Its fragrance through our open doors;
A world of blossoms for the bee,
Flowers for the sick girl's silent room,
For the glad infant sprigs of bloom,
We plant with the apple-tree.

Fourth Girl.—

What plant we in this apple tree?
Fruits that shall swell in sunny June,
And redden in the August noon,
And drop when gentle airs come by,
That fan the blue September sky,
While children come with cries of glee,
And seek them where the fragrant grass,
Betrays their peds to those who pass,
At the foot of the apple-tree.

Fifth Girl.—

The fruitage of this apple-tree,
Winds and our flag of stripe and star
Shall bear to coasts that lie afar,
Where men shall wonder at the view,
And ask in what fair groves they grew;
And sojourner's beyond the sea,
Shall think of childhood's careless day
And long, long hours of summer play,
In the shade of the apple-tree.

Sixth Girl.

Each year shall give this apple-tree,
A broader flush of roseate bloom,
A deeper maze of verdurous gloom,
And loosen when the frost clouds lower,
The crisp brown leaves in thicker shower,
The years shall come and pass, but we
Shall hear no longer, where we lie,
The summer's song, the autumn's sigh,
In the boughs of the apple-tree.

Seventh Girl.—

"Who planted this old apple-tree?"
The children of that distant day
Thus to some aged man shall say;
And gazing on its mossy stem,
The gray-haired man shall answer them;
"A poet of the land was he,
Born in the rude but good old times;
'Tis said he made some quaint old rhymes
On planting the apple-tree."

—WILLIAM CULLEN BRYANT.

12. SONG—"Swinging 'neath the Old Apple Tree."

12. SELECTIONS FOR RECITATIONS.

THE PALM.

Is it the palm, the cocoa-palm,
On the Indian sea, by the isles of balm?
Or is it a ship in a breezeless calm?
A ship whose keel is of palm beneath,
Whose ribs of palm have a palm-bark sheath,
And a rudder of palm it steereth with.
Branches of palm are its spars and rails,
Fibres of palm are its woven sails,
And the rope is of palm that idly trails,
What does the good ship bear so well,
The cocoa-nut with its stony shell,
And the milky sap of its inner cell.
Who smokes his nargilah, cool and calm?
The master, whose cunning and skill could charm
Cargo and ship from the beauteous palms,
In the cabin he sits on a palm-mat soft,
From a beaker of palm his drink is quaffed,
And a palm-thatch shields from the sun aloft!
His dress is woven of palmy strands,
And he holds a palm-leaf scroll in his hands,
Traced with the Prophet's wise commands!
The turban folded about his head
Was daintily wrought of the palm-leaf braid,
And the palm that cools him of palm was made.
To him the palm is a gift divine,
Wherein all uses of man combine,
House and raiment and food and wine.
"Allah il Allah!" he sings his psalm,
On the Indian sea by the isles of balm;
"Thanks to Allah who gives the palm!"

THE OAK.

A glorious tree is the old gray oak;
He has stood for a thousand years,
Has stood and frowned
On the trees around,
Like a king among his peers;
As around their king they stand, so now,
When the flowers their pale leaves fold,
The tall trees round him stand arrayed
In their robes of purple and gold.

He has stood like a tower
Through sun and shower,
And dared the winds to battle;
He has heard the hail,
As from plates of mail,
From his own limbs shaken, rattle;
He has tossed them about, and shorn the tops
(When the storm has roused his might,)
Of the forest trees, as a strong man doth
The heads of his foes in fight.

—GEORGE HILL.

13. SONG, "The Brave Old Oak."

TUNE "Sparkling and Bright."

A song to the oak, the brave old oak,
Who hath ruled in the greenwood long;
Here's health and renown to his broad green crown,
And his fifty arms so strong.

Chorus.

Then here's to the oak, the brave old oak,
Who stands in his pride alone;
And still flourish he, a hale green tree,
When a hundred years are gone.

There's fear in his frown when the sun goes down,
And the fire in the west fades out;
And he showeth his might on a wild mid-night,
When the storm through his branches shout.

Chorus.

He saw the rare times when the Christmas chimes
Was a merry sound to hear,
When the squire's wide hall and the cottage small
Were filled with good English cheer.

Chorus.

Now gold hath the sway we all obey,
And a ruthless king is he;
But he never shall send our ancient friend
To be tossed on the stormy sea.

Chorus.

—H. F. CHORLEY.

THE FOREST.

I love thee when thy swelling buds appear,
And one by one their tender leaves unfold,
As if they knew that warmer suns were near,
Nor longer sought to hide from Winter's cold;
And when with darker growth thy leaves are seen
To veil from view the early robin's nest,
I love to lie beneath thy wooing screen,
With limbs by summer's heat and toil oppressed;
And when the autumn wind has stripped thee bare,
And round thee lies the smooth, untrodden snow,
When naught is thine that made thee once so fair,
I love to watch thy shadowy form below,
And through thy leafless arms to look above
On stars that brighter beam when most we need their
love.

—JONES VERY.

"The Forest Hymn," by Wm. Cullen Bryant, may be recited in part by an older scholar. Also "The Palmetto and the Pine" found in many readers and in No. 13 of "100 Selections" Series.

14. PLANTING OF TREES.

Directions.—The pupils should be divided into companies. If the school is small, four or five may form a company, if large, a whole class. These divisions should be named after the persons in whose honor they are to plant a tree, as the "Longfellow Foresters," the "Washington Foresters" and so on. Each company will have its leader, who may give a brief sketch of the life they are celebrating, while others recite extracts from the works. These exercises are to be conducted around the trees to be planted. The actual planting should be left to experienced tree-planters, the scholars performing their part in this ceremony by filling around each tree, soil left for that purpose.

Trees may be planted in honor of, 1. Authors, 2. Early Pioneers, 3. Presidents, 4. statesmen, 5. soldiers, 6. teachers and citizens.

Suggestions.—The following may be used as subjects of essays: (for older ones.) "Effects of Trees upon Climate, Soil, and Productions," "Facts Showing the Destruction Caused by the Removal of Forests," "Little Things and Big Results," (for younger ones.) "Uses of Wood," "Useful Trees," "A Crooked Tree," "A Home in a Tree," "The Prettiest Tree I ever Saw," "A Story of a Little Girl who Planted a Tree-Seed."

—Arranged by L. E. B.

GEMS.

"We must not hope to be mowers
And gather the golden ears,
Until we have first been sowers
And watered the furrows with tears."

—ALICE CAREY.

If there's a hole in a' your coats
I rede you tend it;
A chiel's among you taking notes
And faith he'll prent it.

—BURNS.

PERSONS AND FACTS.

The new Congressional library building will cost \$4,000,000; its erection will take five years.

Messrs. Ginn & Co. publish an American edition, at a reduced price, of Minto's "Manual of English Prose Literature."

The public debt statement for October shows a decrease of \$13,201,619. Total cash in the Treasury, \$451,068,033.

Prof. Langley's new astronomy paper in the February Century treats of "The Stars."

At the late election Miss Alice J. Sanborn, daughter of Luther Sanborn, of Freeport, Ill., was chosen superintendent of schools in Bride County, Dakota. Of the 1,600 votes polled she received about 1,000.

Dr. Charles J. Little, of Syracuse University, has a fine article in the *Chautauquan* for February on Samuel Jones Tilden.

Many handsome residences have been built since last spring in Washington City. One of the largest projected improvements is the building to be erected by the Mexican government for its representatives in this country.

W. L. Shinn, of the Cleveland Business College, has now in preparation two spelling books, one intended for public schools and the other for business colleges, and has recently issued the Writing Speller, a blank to accompany the text-books.

Among the members of the next Congress will be two clergymen, the Rev. L. F. McKinney, pastor of a Universalist Church in Manchester, N. H., and the Rev. Myron W. Reed, pastor of a Congregational Church in Denver, formerly of Indianapolis, Ind.

The late issues of *Vick's Magazine* fully sustain its reputation as the leading floral magazine in the country.

The real estate transfers in Kansas City, Mo., in the month of October, increased \$1,000,000 over those of the month preceding.

During the past year thirteen lives have been lost and \$1,300,000 worth of property destroyed through defects in electric lighting apparatus.

Dr. H. B. Adams, in *Education* for January, considers the study of History in Yale University.

From 3,000 to 4,000 of the 31,325 teachers employed by the state of Pennsylvania drop out every year, and betake themselves to some other employment. As the average salary paid is about \$300 a year, this result is not to be wondered at.

Popular Science Monthly for January is unusually rich in articles bearing on social and educational topics.

More than 223,000 cubic yards of limestone and slate rock on the bank of the Canadian side of the Niagara River, near the Horseshoe Falls, fell Jan. 13, with a crash that was heard and felt for miles around. The break has made a considerable change in the appearance of the bank, and has exposed the dark chasm behing the fall.

The first of the studies of the rise, progress, and development of journalism in America begins the January *Magazine of American History*. The number is also rich in other respects.

Clemons D. Aird, of Youngstown, Pa., superintendent of Warren County schools, died Jan. 4. The schools have 1 st a faithful teacher and superintendent.

THINGS OF TO-DAY.

The difficulties between Knights of Labor and Trade Unions have been temporarily settled.

JUDGE SHIPMAN, of the U. S. Court, issued a mandamus requiring a steamboat to receive cotton from a boycotted line.

A National Industrial Convention is to be held in Cincinnati, Feb. 22.

The subject of secession is being agitated in Nova Scotia.

Governors Green of New Jersey, Beaver of Pennsylvania, and Ross of Texas, were inaugurated last week.

The Illinois legislature has appropriated \$50,000 for a statue of Gen. Logan.

The State Agricultural Association is in session in Albany.

Cardinal Jacobini, Papal secretary, has resigned, and is succeeded by Monsignor del Tindaro.

2,500 employees of Higgins' carpet factory have struck.

An oyster weighing 3 3/4 pounds, and measuring 10 in. by 6, was taken at Huntington, L. I.

The Maine shipbuilding last year was only 15,004 tons.

GEN. CHARLES P. STONE, engineer of the pedestal of the statue of liberty, died on Monday last.

\$50,000 worth of fresh fish were sent from Yarmouth, N. S. to Boston last year.

Out of 1,900 strikes last year about a half were successful. The loss in wages was \$2,838,191, to capital about \$3,000,000.

The Connecticut Grand Master of Freemasons lately characterized violations of the liquor laws and intemperance, as inconsistent with the spirit of the order.

The anti-saloon Republicans, and the Prohibitionists are likely to unite. Their union will greatly advance the temperance cause.

EX-ALDERMAN JOHN O'NEIL has been convicted of bribery. The trial of Ex-Alderman Cleary has been set down for next week.

The "war cloud on the Rhine" seems less threatening, but Gen. Von Moltke declares the situation critical.

An aged couple were found murdered in their solitary home at Brelau, Long Island, on Friday last.

SECRETARY MANNING is said to be about to resign his position, and will take the Presidency of a bank in New York.

An attempt was made to destroy the steamer Guyandotte, by means of an infernal machine. A reward of \$5,000 has been offered by the company, and \$1,000 by the city government, for the arrest and conviction of the perpetrator.

The labor strike, which has been in progress so long, appears to be drawing to a close, and new men have been found to take the place of the strikers. The loss to labor has been \$150,000 a week.

A bill appropriating \$20,000,000 for sea coast defence is likely to become a law.

Bills favoring retaliatory measures toward Canada, have been introduced into Congress.

EDUCATIONAL NOTES.

COLORADO.

Gov. EATON's message to the legislature is an able state paper. He devotes much space to a careful consideration of our educational interests. He says: "The schools of Denver are to-day equal to the best in the world—equal to those of Boston, Paris, or Berlin. There is no science, no language, no art taught upon the face of the earth which may not be studied under masters to-day in the capital of our state. It is the Athens of the plains with the glory of Athens, let us trust, before it. Everywhere throughout the state there is an eager and intelligent interest in the public schools, and there are special features in some of the other schools even superior to those of Denver. In Pueblo, I understand, that they pay the highest salaries to the primary teachers. This is as it should be. It is only the highest order of intellect (though not necessarily the highest degree of education) to which primary instruction can safely be committed."

A compulsory educational law is advised, and he makes valuable recommendations relating to text-books and training schools.

Referring to the state university, he says:

"It has an excellent faculty of able and earnest instructors; its finances are well managed; its funds are ample for its needs and yet it lacks somewhere the vitalizing energy that insures success."

In the governor's opinion the school of mines and the agricultural college are doing superior work.

South Pueblo. State Correspondent.

F. B. GAULT.

DAKOTA.

The report of the superintendent of public instruction makes a splendid showing for the territory. The value of the school property in Dakota is three million ten thousand dollars. It has increased from less than forty thousand in 1878. There were in June last 106,382 children between seven and twenty years of age in the territory. In the year 1885 there were 87,563, showing an increase of 15,855 greater than for the year preceding it. There were 82,866 pupils who attended school during the year ending June 30, 1886. The percentage of average attendance of those enrolled is 66, a gain of 3 per cent, over the preceding year. There is a gain in this one year of 910 teachers, making a total of 5,055 in the territory. The number of schools in the territory has run up to 3,905 from 3,272 the year before, at which time Dakota led Arkansas, Delaware, Nevada, California, Florida, New Hampshire, Colorado, Louisiana, Oregon, Connecticut, Maryland, Rhode Island, and Vermont in the total number of schools maintained. The superintendent says:

"As a matter of comparison, we note that California is a state having a magnificent school fund, and is provided with probably the best school system in the world. But the state employed but 4,072 teachers in 1884—the latest report at hand—while Dakota employed 5,055 teachers during the past year. California had 3,282 schools in operation during the year reported, being about 700 less than is shown for Dakota in this report. Dakota paid out during the past year over \$691,000 for teachers' wages, an amount greater than the entire expenditures for school purposes in several of the states of the union."

The second annual institute of Lawrence County was held at Deadwood, commencing December 27 and continuing three days. Prof. Cook the able president of the Spearfish normal was conductor and was assisted by the faculty of the normal and others. The methods in primary teaching, by Miss Youmans of Spearfish, illustrated by pupils from the Deadwood primary school, were a revelation to most members of the institute and numerous spectators.

PROF. COOK and the three assistants selected by himself have planted the "new education" in the Black Hills and Western Dakota.

Scotland Academy opened for the first time September 20, 1886, with an attendance of ten. At the end of the full term twenty-nine were pursuing a literary course; and in addition twenty were taking lessons in music. Forty are now pursuing a literary course and twenty taking lessons in music. At the beginning of the present term another assistant was added to the corps of teachers. Of the students in the academy a few are taking a college preparatory course; eight are preparing to teach; and about twenty are pursuing a commercial course. A few are studying simply common branches.

The great need of the territory in respect to education is better qualified district school teachers.

GEORGIA.

Mercer University, the pride of Georgia Baptists, is maintaining its old position as one of the foremost institutions of the south. Never in its career of half a century have its classes been so large or promising. The graduating class numbers nearly forty, and includes some very talented young men. The standard of scholarship in Mercer is as high as that of any southern college, and its graduates rank with those of the best institutions of the country. Its professors are men of ability and experience in their several departments. Most of them are above fifty years of age, and have served this university faithfully through the best portion of their lives. The first professor appointed fifty years ago is occupying his chair and is full of vigor and enthusiasm. This is Prof. Sanford, author of Sanford's Arithmetic. The youngest professor is twenty-four years of age, and is rarely gifted. Dr. A. J. Battle, the president, is a highly finished scholar, and the progress of the institution under his management is sufficient witness of his ability. As an evidence of the good the university is accomplishing, more than thirty candidates for the ministry are pursuing their studies within its walls.

IOWA.

The thirty-first annual meeting of the Iowa state teachers' association was lately held in Des Moines. It was estimated that at least 800 teachers were present, over 400 of whom handed

their names to enrolling clerks. This was the largest enrollment known in the history of the organization.

Supt. P. W. Kauffman, of Red Oak, handled most carefully his subject, "Teaching the Effects of Stimulants and Narcotics under the New Law;" Chas. S. Sbeiton, of the DeWitt schools, spoke of "Physical Culture in the Public Schools," in an able and enthusiastic manner, advocating the free use of Indian clubs, dumb-bells, wands, etc., in our schools. J. M. Greenwood, of Kansas City, combined fun and fact most admirably in his little talk on the Old Blue Back, all these and many of the others brought forth earnest and pointed discussion from their interested listeners.

Each day was followed by an evening well provided for. On Tuesday eve occurred the regular annual address by President Bartlett, who fully sustained his reputation as an interesting speaker. Gov. Larrabee, after his lecture, "The Ideal School," gave what was perhaps the social event, a reception in our beautiful capitol building. This splendid structure, to which every Iowan points with pride, was brilliantly illuminated from basement to gilded dome, each and every department being thrown open for the inspection and admiration of the visitors. A fine musical program was given in the rotunda, and this together with the speech making, made the Governor's evening all too short. Thursday evening, Judge Given, in his usual happy manner, related his war experiences, this with the social at the Hotel Kirkwood served as a pleasurable close of the third day's program.

The social success of the association was mainly due to the efforts of Prin. Frank E. Plummer, Supt. Hiatt, Maj. Clancy, and Co. Supt. Taylor, with their corps of assistants. The East Des Moines pupils, under the direction of Prin. Plummer and the West Des Moines scholars under the supervision of R. Anna Morris, gave excellent exhibitions of Indian club calisthenic drill illustrating as it were the practical suggestions given by Prof. Shelton. The various grades of the E. Des Moines schools, under the skillful management of their teacher, Mrs. H. R. Reynolds, fully demonstrated the practicability of a special teacher in that much neglected branch of our educational system. Still another form of the special teacher's work was found in the fine exhibits of drawing from the W. Des Moines, Keokuk, Oskaloosa and Nevada schools.

An incident worthy of mention was brought before the teachers, by Prof. Parvin of Iowa City, who stated that the teacher who taught the first school ever organized in the state, was still living and was at present a resident of O. egon. On motion a letter expressing regards of the teachers of Iowa was sent him by the secretary. Election of officers was held Thursday resulting in the election of D. T. Weld, Nevada, President, and Julia Hoadley, of Leon, as the new member of the executive committee. The association formally adjourned Friday noon. Summing it all up it was a social, financial, and intellectual success.

NEW YORK.

The next meeting of the Washington Co. teachers' institute will be held at Kennard, Feb. 26.

MR. JAMES N. WHIPPLE, school commissioner of Warren Co., died at his home in Glen Falls, N. Y., Jan. 27, of exhaustion resulting from pulmonary hemorrhage. Mr. Whipple was born in the town of Moreau, Saratoga Co., in 1832, and received his education for the most part in the common school of his native town and at the Glen Falls Academy. He was employed for two years, from 1873 to 1875, by the principal of Glen Falls Academy to give instruction in penmanship, book-keeping, and other English branches. As an instructor, he was thorough, painstaking and successful, and the present writer takes pleasure in paying this tribute to his memory. Scores of youth received from him their first lessons in the science of accounts. In 1876, Mr. Whipple opened a private school in the building formerly known as Elmwood Seminary, Glen Falls, and for nine years the Elmwood Commercial School flourished under his supervision. Entering upon the duties of commissioner, January, 1885, he resigned the management of the Elmwood school and devoted all his energies to the advancement of the interests of the schools of Warren Co. But that dread disease pulmonary consumption, had already begun its insidious attack upon a constitution, never very robust, and the two years that have since elapsed, have been a constant struggle with disease. He made a brave fight for life and was hopeful to the last, but the enemy was too powerful, and at the early age of thirty-five he has passed to his reward. Never satisfied with present attainments, and ever pushing forward into new fields, he was faithful and untiring in his endeavor to prepare himself for his work, even when suffering from physical weakness, which would have deterred most men from making any effort whatever. In his death, the community has lost a worthy and upright citizen, the county of Warren, an efficient and faithful official, and the cause of education, a sincere friend. May his example be an incentive to many others to emulate his earnestness and perseverance.

The schools of Flushing are in a prosperous condition. With a school population of a little more than 1,000 there is an average attendance of over 850. These are taught by 23 teachers besides Supt. S. J. Pardee, who gives all his time to school-work. Sewing is taught in all the schools, and constructive drawing is a branch of general study. The board of education, presided over by L. M. Franklin, is in favor of industrial education, and the time is not distant when manual training will receive its full share of attention.

WEST VIRGINIA.

The regular meeting of the Wheeling teachers' association, Jan. 7, was perhaps one of the best ever held in the city. Dr. J. E. Reeves, of Wheeling, read a very fine selection from Dr. Folsom's excellent address before the Massachusetts teachers' association. This was followed by Prof. J. R. Hammond, of the Union school, who read a well prepared and very spicy paper on "Success in Teaching." He introduced, to illustrate his points, four teachers whom he named respectively, Misses Susan Strap, Belle Chestnut, Carrie Ruler, and Grace Harmony; Miss Strap enforcing her commands, or trying to do so by wielding the strap; Miss Chestnut, the fussy teacher, forever tapping the bell for order, thereby making more disorder than the pupils whom she is attempting to control; Miss Ruler keeping her pupils in perfect submission by main force; while Miss Harmony, with her graceful presence and winning manners, controlled her pupils without an effort. The paper was very pleasantly discussed by

Supt. Peck, of the Barnesville, O., schools, who took exceptions to some of the points made. The regular meeting of the superintendents of the Bellaire, Wheeling, Bridgeport, Barnesville, St. Clairsville, Benwood, and Steubenville schools, was held in the evening at the rooms of the superintendent of the Wheeling schools.

Wheeling, State Correspondent.

F. H. C.

NOTES FROM OUR WESTERN OFFICE.

It is encouraging to note the spirit and tendency of the educational wave as it sweeps over the country, inspiring the hearts of the teachers with a new zeal that is not "without knowledge," leading them to observe and to follow Nature's methods rather than simply commit and repeat the dry facts of the uninspired text-book, and refreshing the weary ones with bright glimpses of a brighter future. One needs only to attend any of the meetings of the leading educators to be convinced that a new era has dawned in the school world and that it has come to stay. So be it!

We are kindly informed by Supt. A. G. Lane, to whom all communications relative to the National Industrial Exhibit should be addressed, that said exhibit will be held entire in the exposition building, and that the opening meeting of the convention will be held in one wing of the same building. If, by the use of soundings-board and other modifications, this grand building can be adapted to the comfort of the convention, all the forenoon general sessions will be held there. Central Music Hall has been secured for the evening meetings. Several large rooms in City Hall and other places of meeting in that vicinity—Hooley's Theatre, Grand Opera House, Chicago Opera House, and other places have been engaged for the various sections to use in the afternoon of each day. This looks like business. Another thing: The New England delegation will have headquarters at the Palmer House; Illinois delegation at the Sherman; Iowa at the Clifton, while the southern delegation will hold forth at the Grand Pacific. Others are to be heard from. This arrangement will throw those together whose interests are mutual and will add much to the social feature of this grandest of all occasions to receive mutual aid and to develop mutual sympathy in this "labor of love." Let no one be ignorant as to what is being done for their comfort, nor as to what to expect, nor where to go when they step from the train, in this, the busiest city in the United States. Let the Canada folks come down and get acquainted. It may do much toward establishing more just and equitable relations between us as a people having common interests.

W. W. KNOWLES.

NEW YORK CITY.

The exercises given by the Carlisle Indian School last Friday evening at the Academy of Music, were a strong plea in favor of educating the Indian. A more convincing argument could not be brought before the people of New York City. Over one hundred pupils took part in the program which was of a very entertaining character. Joshua Givens, a graduate of Lincoln University, and Carlos Montezuma, of Illinois University, delivered original addresses in deliberate, but very earnest and intelligent manner. All the industries taught the boys, including carpentering, blacksmithing, type-setting, printing, shoemaking, tin-smithing, tailoring, and harness-making, were presented in the form of a tableau, making a very busy and effective scene. Then followed the girls at work in all kinds of home work. This industrial element is the key to the success of the school. Purely intellectual training will never civilize the Indians. Work is the civilizer. The Indian is taught here how to work, to love work, and he is sent out into the world self-reliant, and able to make his living anywhere.

A class exercise was given in number. The pupils showed remarkable rapidity in expressing simple operations and obtaining results. An exercise was also given in combined language and number work with pupils who had been but three months in school. The teacher's manner and methods were particularly pleasing, as she taught them to show the combinations and then express them in words, also to tell the position of objects. The song and play, "Village Green," "Apples for a Penny," "Helps to Read," and the colloquy, "Real Education," were pleasing features and produced considerable merriment. A quaint vein of humor was apparent in nearly every production. Five boys gave specimens of rapid drawing. In about five minutes there appeared on each board a work that would do credit to many a drawing master. One pupil who remained a little longer than the rest drew a map of the United States without erasing a line. By rapid, bold strokes, every state and territory appeared. The exercise on the constitution of the United States deserves special mention. It was conducted by the students, and they showed a thorough knowledge of the government of the United States. It is doubtful if one-twentieth of the voters present were as well-informed on this subject as these Indian boys and girls. They have an intelligent realization of their position, that, although intelligent, well-informed, and industrious, they, the natives of America, cannot become what every foreigner, be he anarchist or Chinaman, can become, a citizen.

The Carlisle Indian School that has accomplished such gratifying results, and is so conclusively proving that it does pay to educate the Indian, was founded by, and is still under the management of Captain R. H. Pratt. There are in attendance now 557 pupils. There have gone out from this school 1179. Let us have more of these schools and the Indian question is solved. By education, it has been proved, the Indian, i. e. the Indian nature, can be exterminated.

SUPR. THOS. M. BALLEW of Reading, Pa., lectured in the Industrial Association building before a large and attentive audience on "The Nature and Culture of Sense Perception." This paper was highly appreciated when read before the Massachusetts State Association, and will be heard with profit wherever thoughtful teachers assemble to hear it. Supt. Ballew is a safe man to follow. It is not his nature to jump at conclusions, and teachers can be certain of a firm foundation when they receive and build upon his conclusions. Asst. Supt. Calkins of this city, will lecture in the same place Feb. 18, at 4 p. m., on "The Educational Demands of the Day."

WISDOM AND RECOMMENDATIONS.—III.

FROM THE REPORTS OF NEW YORK STATE SCHOOL COMMISSIONERS.

(CONTINUED.)

"Theories at Institutes." Com. James S. Boughton, Seneca County.

"Now I am not opposed to all necessary theories, but all theory and no practice amounts to but very little, especially when given as they often were by men that had never tried them. I know very well that many improvements have been made in teaching, and there is room for many more; but it will not do to throw aside methods that have always produced good results to try experiments. The methods given by many of our so-called progressive teachers to teach a child the language would not furnish a vocabulary of words to the learner sufficiently numerous to enable him to understand the every-day news as given in the newspapers in less than fifty years; while the methods that are in use and always will be, in spite of the theorists, will make him quite intelligent at the age of 10."

"Age of Teachers." Com. Wesley W. Smith, Steuben County, Second District.

"I would suggest that the law regarding the age of the teacher be changed from 16 years to 18 years. The duties and responsibility necessary to a good school are too great to put upon any 16-year-old boy or girl. When a girl 16 years old is placed in the school-room as a teacher, that school will be a failure to a greater extent, for the reason that there is more required of a teacher than she is able to do. So I say if we expect success in our schools we must not suffer them to be under the supervision of the school-boys and girls themselves."

"Institutes." Com. Geo. H. Cleaves, Suffolk County, First District.

"There appears to be a deep-seated aversion on the part of the normal graduates toward the institute, the claim being made that they do not receive any more or as much instruction in advanced methods from institute conductors as they have already received, and that they are using, in constant application, the advanced methods of teaching; while at the institute they only receive but a bare theory."

"Irregularity of Attendance." Com. Douglass Conklin, Suffolk County, Second District.

"One great evil in all our schools, but more especially in the smaller districts, is that of irregularity in attendance, which evil is so prevalent in some schools as to make any course of study something impracticable. This fault cannot, in a large proportion of cases, be laid to the teachers, who, as a class, are patient, faithful, and painstaking in their endeavors to have a good school, but rather to the parents themselves who countenance this thing through thoughtlessness or lack of desire to give their children a good foundation for an education."

"Good Signs." Com. Wm. Westfall, Sullivan County, First District.

"The approved methods of the best educators of the day are being adopted with success, and there is a marked improvement in every thing, especially in the primary work of the schools, which has been regarded heretofore by too many as of little or no importance. With two or three exceptions, I cannot speak in terms too commendable of the good behavior, the gentlemanly and ladylike deportment of the pupils shown during these school visitations—good evidence that their moral education is carefully looked after and attended to."

"Improved Methods." Com. Melvin Hornbeck, Sullivan County, Second District.

"The practice of teaching beginners the alphabet has given, or is giving, place to the better and more improved methods. Arithmetic is taught in a plain, practical manner by most teachers, by use of slits, blocks, etc. The blackboard is called into effective use in teaching the more advanced classes. Physiology and hygiene, with special reference to the effects of stimulants and narcotics, was taught last year by text-books in 17 schools, orally, or by both methods in 71."

"Teachers' Associations." Com. L. O. Eastman, Tioga County.

"I have found that teachers' associations held in each town as often as possible, and a general invitation extended to the inhabitants of the town to attend evening lectures delivered by active, educational men, have awakened a good degree of interest on the part of the general public."

"Country Schools are Primary Schools." Com. Amasa G. Genwing, Tompkins County, First District.

"The country schools are primary schools, and the work in these lower grades should be thoroughly done. Few pupils in the country schools get beyond the seventh or eighth year's work of the graded schools; when they reach this point many leave home to attend the village schools. The past year 55 children from the country have attended the Ithaca grammar school, 80 the Ithaca high school, and 24 the Trumansburg high school."

"Suggestions." Com. S. L. Howe, Tompkins County, Second District.

"Make the term of the office of trustee three years, with an annual salary of \$5 or \$10. Increase the time required for which a school shall be maintained to 32 weeks. Provide an effective way to secure a respectable site for each district by means of commissions to locate and appraise such site, or otherwise. Increase the authority of the superintendent of public instruction in settling disputes."

"Licenses." Com. John H. DeWitt, Ulster Co., First District.

"I have granted a limited number of certificates during the last year, desiring not to lower the standard of, or overstock the profession with teachers."

"The Normal School." Com. Leonard Davis, Ulster Co., Third District.

"The New Paltz normal school will be a great aid to intellectual development of teachers in this part of the state, and especially to Ulster county. Teachers who have had the advantages of normal instruction, and possess the ability to apply it, are successful."

(TO BE CONTINUED.)

LETTERS.

THE SIGN OF MULTIPLICATION.—In teaching the multiplication table of Two's for instance, which is the better way to write it, 2x4, 2x5, or 4x2, 5x2? How is the sign read? A SUBSCRIBER.

The sign of multiplication is read "multiplied by" or "times." If you are teaching a class of beginners it is simpler to have the multiplier come first, in which case the sign is read "times," e. g., 4x3 cents is read, four times two cents. If it is written 2 cents x 4, it must be read two cents multiplied by four, for the multiplier cannot be concrete. Another form is also used, viz., to read the word "of," placing the multiplier first, e. g., 4x3 cents is read, four of two cents, which expression is considered by some to be more correct than the former ones.

NO WRITTEN CONTRACT.—Can a teacher, not having a contract, collect his salary after teaching two or three months? If so, can he claim the salary for which he agreed to teach? WISCONSIN TEACHER.

If the teacher has made no contract, he cannot legally collect his salary. Any trustee hiring and paying a teacher without having a written contract is liable to be compelled to pay him out of his own pocket.

REPEATING THE LETTER.—When a letter is repeated, as in "deed," ought the pupil to repeat the "e" or say "double e" in spelling the word orally? E. B. H.

This question is not so much one of correctness as of euphony and usage. To the best of my knowledge spellers have used the expressions "double e," "double o," etc., for the sake of euphony, it being quite awkward to say "d-e-e-p." Recently some would-be reformers endeavored, without much success, to introduce the less graceful mode of naming the repeated letters.

BOYISH TASTES.—What shall I do with a naughty boy who works well while in school, but who frequently enjoys the freedom of the street more than his school? N. C.

He evidently follows his own boyish inclination, and goes to whichever place offers the strongest attractions at that time. He exercises no principle in the matter. The parents are indifferent. First, Make the school-room and its work as attractive as possible. But even then you will fail, and he will break out, and frequently "enjoy the freedom of the street." His parents have failed to instill a school-going principle. He does not feel as many children do, that it is as much a part of his life to go to school at nine o'clock as it is to eat his dinner, and that he is not to miss a day unless for some good reason. He lacks principle. He does not feel the force of habit, he acts from no higher motive than capricious inclination. Let it be your aim to remedy this fault, to cultivate in this boy habits of thought and habits of action. Make it a specialty to give him lessons in acting from principle. He is not to come if he please and stay out if he please, but teach him there are certain things we must compel ourselves to do, whether we feel inclined or not, and one of those things is going to school every day.

SCRIPT FIRST.—Why teach beginners the use of script? H. S. B.

One advantage gained in teaching children to read first in script is the celerity with which the word can be formed and re-formed before the eyes of the pupil. To write the word again and again all over the board, the child watching with an interest excited by the teacher's lively talk, while the graceful motion of the chalk constantly reproduces the same form, has a strong tendency to fix that form indelibly upon his mind.

Another advantage is that it immediately gives the child something to do, and a valuable something. Copying the word-form is an important step toward memorizing it. Copying it in script is so much gain in the art of writing. Copying it in print is so much time worse than wasted, from the penman's standpoint.

When reading and writing are taught together from the beginning, effort is economized and time saved. The writer has achieved the best success by teaching from fifty to a hundred words pretty thoroughly in script before touching print, then planning the transition so that the child is as little conscious as possible of anything new.

No. 43.

PROVISION FOR THE REMAINING CLASSES.—Will the author of "Geographical Experience" inform me what occupation he provided for the remaining classes, while the class in question were working on their out-door map? A. T. S.

My school is an ungraded country school of about sixty pupils. The school-building has only one room, and my wife assists me in teaching; so while I was out with the geography class, she managed those within. Of course this was an advantage in my favor, but the out-door plan can be used even where there is but one teacher; that is, if the pupils are properly trained. Put the pupils on their honor, assign them their lessons and leave them to themselves. I know that some will say that this is impracticable, but I have tried it, and know that it will work—in my school.

W. D. POWELL.

Eurekaton, Tenn.

BOOK DEPARTMENT.

NEW BOOKS.

PSYCHOLOGY. By John Dewey, Ph.D., Assistant Professor of Philosophy in Michigan University. New York: Harper & Bros. 1887. 417 pp. \$2.00.

At no time in the history of the world have there been so many students of psychology as at the present. This is a practical age, because there has been growing for the past three hundred years an intense love of facts. The region of the unknown is constantly invaded, and no portion of it is to-day being more thoroughly explored than the science of the mind. Theoretical psychology is dead, but practical psychology was never more fully alive.

The author of this book values psychology on its own account. He believes in making this study scientific and up to the times, and free from metaphysics. He has avoided putting in his work all that is not strictly psychological, and thus has made it reflect the investigations of scientific specialists. He has arranged his material in such a way as to lead naturally and easily to the problems which the student will meet in his studies, and suggest principles along which they shall find their solutions, and develop a philosophical spirit. He says: "I am sure that there is a way of raising questions, and of looking at them, which is philosophic; a way which the beginner can find more easily in psychology than elsewhere, and which when found is the best possible introduction to all specific philosophic questions." The following pages are the author's attempt to help the student upon his way.

After the introduction, the work is divided into, I., Knowledge; II., Feeling; and, III., The Will; and it discusses the various subjects falling under these heads. There is no beating about the bush, but every page shows a mind possessed of decided convictions and the courage of expression. The past is quite well left alone; the present occupies his attention. For example, we read: "There is no consciousness which does not depend upon the associating and especially the attentive activities of mind." "Feeling, knowledge, and will are three aspects which every consciousness presents." "Every consciousness is felt as my consciousness. This is feeling." We cannot even attempt a review of this valuable work, but can only say that we are thoroughly convinced of the author's absolute honesty of thought and ability of expression. The book is the most valuable contribution to psychological science made by any American author during the past ten years, and will be found in the library of every real student of mind science within the next six months. It should find an easy entrance into the colleges as a text-book.

UNCLE SAM'S MEDAL OF HONOR. Some of the Noble Deeds for which the Medal has been Awarded. Described by those who have Won it. 1861-1886. Collected and Edited by Theo. F. Rodenbough. New York and London: G. P. Putnam's Sons. The Riverside Press. 424 pp. \$2.00.

The United States Medal of Honor was instituted by Congress in 1862, and is similar to the Badge of Merit founded by Washington in the days of the Continental army. This volume has been prepared by Mr. Rodenbough to present to patriotic Americans some of the thrilling, stirring, and dramatic incidents in connection with the history of this medal. The narration of the facts are, in a good many cases, given by the actors themselves, and young and old will be captivated with them, for the history being accurately correct, the thoughtful student of American history can be as well entertained as the more lively school-boy. Among the episodes will be found the capturing of flags, the rescuing of wounded comrades in face of a deadly fire, besides many curious adventures on the frontier. The record of some of the exploits for which the medal has been given, proves that they have been as grand as any in the Age of Chivalry. It is well illustrated, having nineteen full-page, thirty-two miscellaneous illustrations, and forty-five portraits. It is beautifully bound in gray, with war designs on the first cover, and is in appearance, every way, a handsome book.

NATURAL SCIENCE NOTE BOOK. No. 1. Mineralogy. By W. S. Sweeney. New York: A Lovell & Co. 60 pp.

A very convenient little handbook, containing descriptions of various minerals, scales of hardness, etc., with blanks to be filled up by the student. A handy pocket-companion.

EASY EXPERIMENTS FOR SCHOOLS AND FAMILIES, WITH HOME-MADE APPARATUS. By A. R. Horn, A.M., D.D. Revised and Enlarged Edition. Chicago: A. Flanagan. 80 pp. 40 cents.

This little book contains plain and simple directions for performing more than two hundred philosophical and chemical experiments. Some of the results would have been considered miracles in ages past, but the march of knowledge of modern days has placed in the hands of amateur scientists far greater resources than had the magicians and alchemists in days gone by. There are also many valuable recipes for making things that almost every one needs and uses, and would be glad to know how to make for themselves.

YOUNG PEOPLE'S HISTORY OF MUSIC. With Biographies of Famous Musicians. By James C. Macy. Boston: Oliver Ditson & Co. 135 pp.

A large amount of information, both curious and valuable, is here condensed into a small space, and the reader can trace, step by step, the advancement of Music from the time it began to be a science, till it reached its present state of perfection. Following this are brief but carefully prepared biographical sketches of seventeen of the great musical composers whose names have passed into history. The sketches are accompanied with lithographic portraits, doubtless good likenesses of the great original. The whole concludes with an alphabetical list of composers, both ancient and modern, with dates of birth and death.

TANGLEWOOD TALES. For Boys and Girls. A Second Wonder Book. By Nathaniel Hawthorne. Part I. Boston: Houghton, Mifflin & Co., 4 Park Street; New York: 11 East 17th Street. The Riverside Press, Cambridge. 106 pp. 15 cents.

There are no books in print more charming and captivating to the child's taste than Hawthorne's Wonder Book and Tanglewood Tales. They are "household words" to the young, and pleasant memories to those who are older. In a most peculiar manner entirely his own, he walks right into a child's delighted fancies. His English is sweet, sim-

ple, and clear, and his stories are full of pathos, variety, imagination, thought, and emotion. The present volume, Part I., embraces the Minotaur, The Pygmies, and the Dragon's Teeth. It is one of the Riverside Literature Series, issued in monthly parts, of which there will be nine during the present year. They are bound uniformly and have good type. No library can well do without these works, and in their present form they are both convenient and cheap.

CREATION OR EVOLUTION? A Philosophical Inquiry. By George Ticknor Curtis. New York: D. Appleton & Co., 1, 3, 5 Bond Street. 504 pp. \$2.00.

In writing upon this difficult and much discussed subject, the author acknowledges he has not written to gain a victory over those who have already reached such high ground upon the subject, but this work is prepared rather for various classes of readers, some of whom have already a special acquaintance with the subject, some of whom have less, and some of whom now have none at all. Its design is to explain what the theory of evolution is, and to study it in a way best adapted to reach the variety of minds of which the mass of readers is composed. There are other and deeper works prepared for philosophers and scientists. This volume is proven by its author to be the result of careful study of the subject of evolution, as delineated by Mr. Darwin and Herbert Spencer, and is not prepared for the purpose of specially defending the foundations of religious belief, but because he has seen where the conflict arises between some of the deductions of modern science and the principles which ought to regulate not only religious belief, but belief in anything that is not open to the direct perception of the senses. There is added to this volume both a general index and a glossary of the scientific and technical terms which the author has had occasion to use.

LECTURES IN THE TRAINING SCHOOLS. For Kindergartners. By Elizabeth P. Peabody. Boston: D. C. Heath & Co. 226 pp. \$1.00.

These lectures, eight in number, were delivered by Miss Peabody to the training classes for kindergartners in Boston and other cities. They explain the idea which was systematized for the first time by Froebel, and begin with its natural exemplification in the nursery, and continue on, finally developing into a perfection, the child's relations to God, nature, and his fellows. Miss Peabody illustrates her addresses from her own observations of child-life in its various phases, from which kindergartners may learn how to study childhood in a psychological manner. The lectures are arranged as follows: I., Education of the Kindergartners, given at Wesley Hall, 1872; II., The Nursery; III., The Principle of Discipline; IV., The Kindergartners; V., The Use of Language; VI., A Psychological Observation—Part First; VII., A Psychological Observation—Part Second; VIII., Religious Nurture. Following these lectures is an article entitled Glimpses of Psychology, which treats of Spirituality, Understanding, Moral Sentiment, Individual Freedom to Will, and Conscience. At the close of the book is found an Appendix of some length, containing much that is interesting.

WRITING SPELLER. By W. L. Shinn, Vice-President of Cleveland Business College. Second Edition. Published by the Author. Cleveland, Ohio.

This blank book is intended to accompany a new spelling-book now in preparation by the author, and which, to use his own words, "is to be on an entirely new plan to supply the requirements of the school-room at the present time."

THE BOOK OF PLANT DESCRIPTIONS, OR RECORD OF PLANT ANALYSES. By Geo. G. Goff, A.M., M.D., Professor of Physiology and Natural History in the University at Lewisburg, Penn., etc. Lewisburg, Pa.

The student of botany will find this work of a great convenience and also a great assistance. A full and complete list of the terms used in the nomenclature of the science is followed by ample instructions, and the work might well be named "How to Observe," applied to plants and those who study them. A prominent feature is pages of blanks to be filled up with descriptions of plants in botanical language. It is a book of about 160 pages, of convenient size.

THE EDUCATION OF MAN. By Frederick Froebel. Translated by Josephine Jarvis. New York: A. Lovell & Company. 273 pp. Board and covers, 65 cents; cloth, \$1.30.

This first work of Froebel's, is certainly needed, and called for by the American public, as it has become so widely impressed with his valuable system of education. It contains the philosophy of his kindergarten, supplemented by exercises and methods of teaching. The body of the book is divided into four parts. Part I., gives the Foundation of the Whole; Part II., Man in the Period of his Earliest Childhood; Part III., Man as a Boy, and Part IV., Man as a Scholar, which is by far the most extended of the divisions of the work. There is also a preface by Miss Elizabeth P. Peabody, in which she shows in a clear, concise, way why Froebel became so impressed with the idea of child-training and education, and his reasons for establishing the kindergarten. This very cheap edition, will enable all to embrace the opportunity and possess this most valuable work.

REPORTS.

Pennsylvania. REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION, FOR YEAR ENDING JUNE 7, 1886. Harrisburg. Hon. E. E. Higbee, State Superintendent.

That a full report of the work of education in the great commonwealth of Pennsylvania should require a large volume to contain it can excite no surprise, and the book before us gives every evidence of most careful preparation. From the statistical part we learn that there are in the state 999,429 pupils attending 20,683 schools, and under the instructions of 8,795 male teachers, and 14,506 female teachers. The average salary of the male teachers is \$38.38 per month, and of the female teachers \$29.90. The total cost of supporting the schools reaches the enormous sum of \$10,031,987; but it is not too large for the work done, and which needs doing. The report of Supt. E. E. Higbee is a model in its way and contains much in a comparatively limited space.

Ohio. ANNUAL REPORT OF THE BOARD OF EDUCATION OF THE COLUMBUS PUBLIC SCHOOLS.

The schools of Columbus naturally form a very important part of the educational system of Ohio. In this report the Board of Education have given a very full account of the schools under their charge, and (what would hardly

seem necessary) the items of expenditure are enumerated with almost painful minuteness. It appears that there are in the city 19,882 children of "school age," of which 10,004 were registered in the schools, and are under the care of 208 teachers. The reports of the various schools show them to be in a high state of advancement and under able and efficient management.

California. TWELFTH REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, FOR THE YEARS ENDING JUNE, 1885-86.

This report, of 150 pages, presents a good showing for the schools of the Golden State. In this state "school age" appears to be between 5 and 17, and the number of white children between these ages is 246,786. To these are to be added 1,372 colored children, and 919 offspring of the "heathen Chinese." It seems strange that so large a number as 55,643 children should appear as not attending any school; but there may be difficulties which we at the east cannot understand. It is claimed that this statement is not borne out by facts. The number of schools is 3,374, and they are taught by 4,342 teachers. From an eastern point of view the teachers can hardly complain, as their average pay is \$80 per month for male, and \$66 for female teachers.

LITERARY NOTES.

A new and cheap edition of the fascinating "Memoirs of Marie Antoinette" is about to be brought out by Messrs. Scribner & Welford, 743 Broadway, New York.

Within the last eighteen months Messrs. Cassell & Co. began the publication of a series of American novels with the avowed intention of developing new authors. The first of this series was "Trajan," by Henry F. Keenan, which was followed by the "Bar Sinister," by Mrs. J. H. Walworth and others.

More than 12,000 copies have been sold of the translations from Plato, "Socrates," "A Day in Athens With Socrates," and "Talks with Socrates about Life." Published by Scribner & Welford.

The managers of the Florida Chautauqua, have planned a normal institute for the training of public school teachers. The first session will be held on the society's grounds Feb. 23, closing March 31.

A "General Directory of the American Book, News, and Stationary Trade and Kindred Branches of the United States and Canada," is about to be issued by C. N. Caspar, Publishers, 437 East Water St., Milwaukee, Wis.

The Forum for February, opens with an article on "Over Grown City Government," by James Parton, written in his best style.

The current number of the *North American Review* contains articles on "Political Economy in America," "Future Probation," and the "New South." The reputation of the *Review* is well sustained.

"Education" comes to us this month well filled with valuable papers, among which are a "Year with Cicero," and a well-written account of Wellesley College.

The partnership of Potter, Ainsworth, & Co. is dissolved by mutual consent. A new partnership under the name of Potter Knight, Ainsworth, & Co. is formed, and the business continued as heretofore at 107 Chamber St. New York, and 377 Wabash Ave. Chicago, and 22 Bromfield St. Boston.

The firm of Cleaves, Macdonald, & Co. is dissolved, and a new partnership of Loughron, Macdonald, & Co. will continue at 131 Tremont St., Boston.

The new firm of Butler, White, & Butler will continue the business hitherto conducted by Mr. J. H. Butler, 925 Chestnut St. Philadelphia, and 30 Franklin St. Boston.

Appleton's Educational Calendar is neat and tasteful with a back ground in subdued tints bearing two medallions, "Youth" and "Age," and having a leaf for each week of the year, with the date in red ink, and a short summary on each leaf of two or more educational works from the publications of the Appletons. The Calendar will be specially useful as a reminder and suggestion to teachers regarding appropriate and valuable professional reading.

ANNOUNCEMENTS.

Helien Campbell speaks about "Out-of-Door Employments for Women" in January *Chautauqua*.

Owing to the failure of a lithographer to produce one of the very elaborate plates of the *Journal of Morphology* which he had undertaken, the first number cannot be issued until March. Most of the plates were sent in the first instance to Germany and placed in most competent hands.

Edmund C. Stedman contributes a poem "Souvenir de Jeunesse," to the *Midwinter Century*. Joaquin Miller has a poem in the same number.

J. V. Gallard, 202 West Fifty-ninth Street, N. Y., has published a chart of visible speech for use in his French pronunciation courses, which is quite a novelty.

President McCosh, of Princeton, is the subject of an article in the *February Century*, with frontispiece portrait.

The new books now ready by Messrs. Ticknor & Co., of Boston, are "Sons and Daughters," "Happy Dodo," by Rose Terry Cooke, and Scott's "Lay of the Last Minstrel," edited, with notes and introduction for students, by W. J. Rolfe, A.M.

James Otis, author of "Toby Tyler," will begin a serial called "Jenny's Boarding House" in the *February St. Nicholas*.

The Forest and Stream Publishing Co. announce a new periodical, *The Audubon Magazine*, to be printed in the interests of the Audubon Society for the Protection of Birds. It will be issued from the office of the society, 40 Park Row, New York, and will be largely devoted to natural history and subjects of interest to the young.

Miss Georgia Cayvan, the actress, has written an article for the *February Brooklyn Magazine*, on "Young Women and the Stage."

The *Century* for February has a very interesting article by George Parsons Lathrop on "The Bailing of Jefferson Davis."

Prof. A. C. Boyden, Bridgewater, Mass., speaks in terms of the highest commendation of "The Foundation of Death," by Axel Gustafson.

In the February number of *Outing*, Col. Charles L. Norton contributes a technical article on ice yachting, with illustrations. Wheelmen are now justly jubilant over the completion of the most extraordinary journey by Thomas Stevens, *Outing's* special correspondent, and his experience in the Persian Capital forms the subject of an illustrated article. There is no better magazine for those interested in out-door life and sport.

The Fountain, published at York, Penn., \$1 per year, presents in the present number an attractive table of contents of a scientific and instructive nature. The names of some of the papers

speaking for themselves. Oxygen, Steam Power Applied to Railroads. The Migratory Locust. The Ship of the Desert. There is also an able "Teachers' Department."

BOOKS RECEIVED.

Youth in Twelve Centuries. By M. E. B. Illustrated by F. H. Langren. Boston: Lothrop & Co. \$2.
Sketches from My Life. By the late Admiral Hobart Pasha. New York: Appleton & Co. Paper, 50 cts.
Little Miss Weezy. By Penn Shirley. Boston: Lee & Shepard.
Five Minute Readings. For Young Ladies. Selected and Accepted by Walter K. Forbes. Boston: Lee & Shepard.
Yeasie's Four Part Song Reader. By George A. Yeasie, Jr. Boston: Ginn & Co. Mailing price, 40 cts.
The New First Music Reader. By Luther Whiting Mason. Boston: Ginn & Co. Mailing price, 30 cts.
Supplementary Reading Cards. 1st and 2d Readers. Chicago: A. Flanagan.
Captain Glazier and His Lake. New York: Ivison, Blakeman, Taylor, & Co.
Catholicity—True and False. A Sermon by Rev. Geo. P. Fisher, D. D. New York: Chas. Scribner's Sons. 25 cts.
Morrison's Readings and Recitations. In Three Parts. Primary Intermediate and Higher Grades. Chicago: A. Flanagan. 20 cents.
King Winter. A Christmas Cantata. Words by Rev. E. J. Colcord, Music by L. O. Emerson. Boston: Ditson & Co. 30 cts.
Caught Napping. A One Act Operetta for Christmas Eve. Words by Mrs. A. G. Lewis, Music by Leo R. Lewis. 30 cts.
A Song of the Christ. Music by H. P. Sawyer, Words by Mrs. H. A. Sawyer. 12 cts.
The Birthday of Our Lord. By Rosabel. 8 cts.
Boston: O. Ditson & Co.
Curious Cobwebs. By Ye Pedagogue. Vol. I. and II. Chicago: A. Flanagan.
First Weeks at School. Boston: Ginn & Co. Mailing price, 14 cents.
The Mesquite of the Year. Arranged by Lily A. Long. Chicago: Chas. H. Kerr & Co. 10 cts.
Pocket Atlas of the World. Chicago: Rand, McNally, & Co. Paper, 25 cts.
Mistakes in Writing English and How to Avoid Them. By Marshall T. Bigelow. Boston: Lee & Shepard.
Parlor Varieties. Part III. Plays, Pantomimes, and Charades. By Olivia Lovell Wilson. Boston: Lee & Shepard.

Elementary Lessons in English. Part II. The Parts of Speech and How to Use Them. By Mrs. N. L. Knox-Heart. Boston: Ginn & Co. Mailing price, 70 cts.

The Reading Club. Edited by George M. Baker. Boston: Lee & Shepard. 15 cts.

Young Folks' Pictures and Stories of Animals. By Mrs. Sanborn Tenney. In Six Vols. Fishes and Reptiles. Sea Shells and River Shells. Quadrupeds.

Bees, Butterflies, and Other Insects. Birds. Sea Urchins, Star Fishes, and Corals. Plutarch's Lives of Demetrius, Mark Antony, and Themistocles. Translated by J. W. Langhorne. New York: Cassell & Co. 10 cents.

CATALOGUES AND PAMPHLETS RECEIVED.

Extract from the Thirty-third Annual Report of New York State Superintendent of Public Instruction, Concerning Educational Exhibit.

Report of New Jersey Teachers' Reading Circle. This little pamphlet contains the constitution of the society, the course of study and list of officers.

Directory of School Officers, Teachers, and Advanced Pupils of Platt County, Illinois. George N. Snapp, County Superintendent. This little work, prefaced by a neat map of the county, is a hint which might well be acted upon in our own state.

"The Prayer of the Presidents." An amplification of the Lord's Prayer in the language of Washington and Jefferson. Boston: 1887.

Report of the Board of School Commissioners of the City of Halifax, 1886. This report shows most conclusively that our neighbors in Canada are not slow to avail themselves of the new and improved methods which have raised our own schools to so high a degree of perfection.

Thirty-third Annual Report of New York State Superintendent of Public Instruction, 1887. This contains only the body of the report, and is issued for the convenience of members of the legislature. The complete report with statistics will be printed at a future time.

Journal of Board of Education of the City of New York, 1887. The fact that the names of two ladies (Mrs. Mary Nash Agnew and Miss Grace H. Dodge), appear for the first time as members of the Board, marks a new era in our educational history.

Proceedings of the Thirty-first Annual Meeting of the New York State Association of School Commissioners and Superintendents, Ithaca, N. Y., Jan. 20, 21, 22, 1886. This pamphlet, very

carefully prepared by Com. James A. Fosbay, of Putnam Co., the secretary of the association, contains besides the minutes of proceedings, very able and interesting articles, among which

Territory of Montana. Eighth Annual Report of the Superintendent of Public Instruction, 1886. Helena, M. T.: Fisk Bros. In this report, Mr. W. W. Wylie, the superintendent, gives us a clear idea of the present condition of education in a territory which but a few years since embraced nothing but savage life. From the tables we learn that Montana now contains 272 school districts, employs 377 teachers, and pays them on an average \$70 a month. The number of school children is 20,193—a good beginning for a future empire.

Lewis County, N. Y. Report of Leonard T. Cole, Commissioner of First District. This district comprises nine towns, containing 106 school districts.

Addresses at the Induction of President Eaton, Beloit College, Michigan, Nov. 4, 1886. President Chapin having resigned the office which he had filled with such distinguished ability for thirty-six years, the board of trustees unanimously elected Rev. Edward Dwight Eaton to that high position. This printed account of the proceedings, contains the addresses of Pres. Chapin and his successor, of Prof. Emerson on behalf of the faculty, and P. F. Pettibone, Esq., on behalf of the alumni.

The Eureka Collection of Readings and Recitations. No. 8, suitable for schools and social entertainments. Compiled by Mrs. Anna Randall-Diehl, author of "Reading and Elocution," "Choice Readings," etc. Issued Quarterly. 126 pp.; per year, 40 cents. New York: J. S. Ogilvie & Co.

The Source of the Mississippi. Containing Report of Hopewell Clark, Chief of Exploring Expedition. New York: Ivison, Blakeman, Taylor, & Co.

La Reforma de la Escuela Elemental. Coatepec Mexico. Showing the reforms in progress in educational matters in Mexico.

Publishers Circular and General Record of British and Foreign Books. London: Sampson Low.

Captain Glazier and His Lake. By Henry D. Harrower, is a valuable little pamphlet containing facts of the history and progress of exploration at the head-waters of the Mississippi since the discovery of Lake Itasca. It humorously describes Captain Glazier's explorations, and career following his supposed discovery of a new lake, and then plainly and briefly exposes the claims as fraudulent. It is stated at the close of the work that a party thoroughly equipped has been sent out by Messrs. Ivison, Blakeman, & Co., to make a complete survey of the region under discussion.

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This singing book contains about 100 pieces, each with beautiful music, and will be undoubtedly the best cheap singing book for the use of schools, institutes, and teachers' meetings, etc.

WHAT IT CONTAINS.

Abide With Me,	55	I Love the Merry Sunshine,	44-45	Softly Now the Light of Day,	23
Adoration,	42	In the Rosy Light,	63	Spring,	20
America,	56	Invitation to Sing,	27	Sun of My Soul,	16
Annie Laurie,	42	I Thank Thee, Lord,	40	Teacher's Life,	22
As a Little Child,	60	Jesus, Lover of My Soul,	60	Time to Walk,	18
Ask the Children,	58	Jolly Workers,	38	The Cuckoo,	13
Auld Lang Syne,	40	June, Lovely June, Round,	36	The Christmas Bells,	11
Baker,	31	Kind Deeds,	38	The Dearest Spot,	34
Beauty Everywhere,	54	King's Champion,	32-33	The Evening Twilight,	39
Be in Time,	59	Lead, Kindly Light,	59	The Hark That Once,	45
Brook, The	51	Lightly Row, Boat Song,	11	The Jolly Workers,	43
Boat Song,	53-53	Little Things,	6	The King's Champion,	33
Cheerfulness,	7	Little Drops of Water,	63	The Mower's Song,	30
Christmas Bells,	23	Little Travelers,	41	The Setting Sun,	7
Christmas Song,	50-51	Looks, Words or Deeds,	37	The Sweet Valley,	31
Come and See How Happily,	21	Morning Praise,	30	The Three Delights,	21
Come, Come Away,	54	Mower's Song,	7	The Voice Within Us,	57
Come, Come, Come,	5	Music Everywhere,	46-47	The Wanderer's Joy,	25
Come, Come Here,	28	Music is a Blessing,	14	The World is Full of Beauty,	15
Cometh the Blessing Down,	39	My Country 'Tis of Thee,	50	There's Not a Sight,	63
Days of Summer Glory,	9	Nature's Teaching,	43	Thou Poor Bird, Round	14
Dearest Spot,	24	No, No, No,	32	This Morning, Lord, Attend,	64
Eventide,	55	Now, let our Voices Raise,	52	Tribute to Whittier,	31
Evening Song,	56	O Come, Maidens Come,	61	Try, Try Again,	36
Farwell to Home,	36-37	Old Hundred,	61	Up the Hills,	34
Farwell Song,	30	Once More the Light,	64	Voice Within Us,	57
Father, What e'er of Earthly,	8	Over in the Meadows,	56	Wanderer's Joy,	15
Follow Me, Full of Glee,	8	Our Happy School,	13	We Come, We Come,	40
Gaily Our Boat,	43	Rounds—Beauty Everywhere,	39	Welcome to Spring,	35
Gentle Words,	40	"How Can I Forget Thee,"	59	We Meet Again in Gladness,	61
Going to School,	17	"June, Lovely June,"	56	What Delight, What Joy,	20
Gracious God,	64	"Sing We Together,"	10	What is Time,	25
Harp That Once,	45	"Thou Poor Bird,"	14	When Bright the Morning,	41
Hold Up the Right Hand,	45	Rock of Ages,	34	Where Shall We Find Our Home,	59
Home, Sweet Home,	48	Rejoice and Be Glad,	28	While the Days are Going By,	38
How Can I Forget Thee, Round	59	Scatter the Germs,	18	Whittier, Tribute to	31
How Happy is the one Who,	54	Setting Sun,	10	Work or Play,	28
		Sing We Together, Round,			

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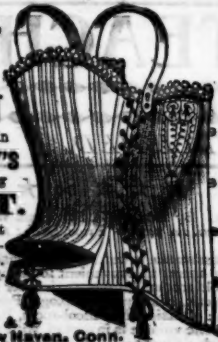
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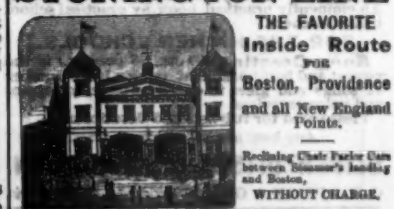
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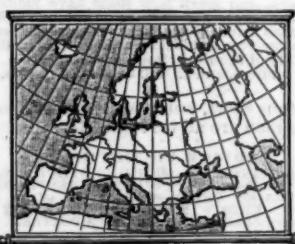
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